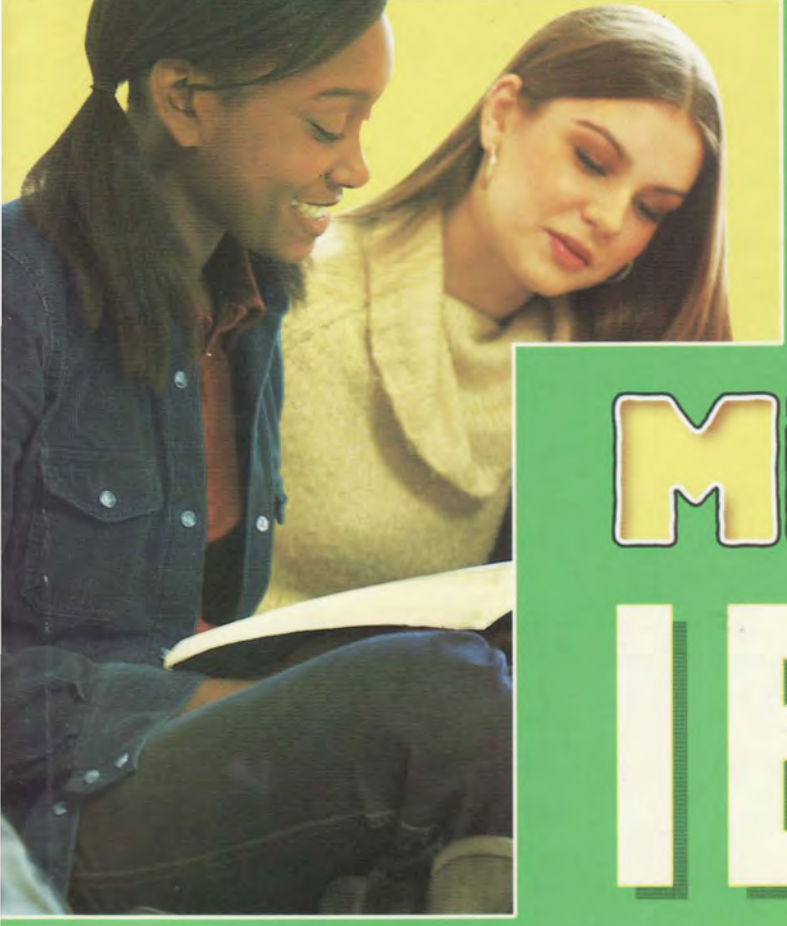
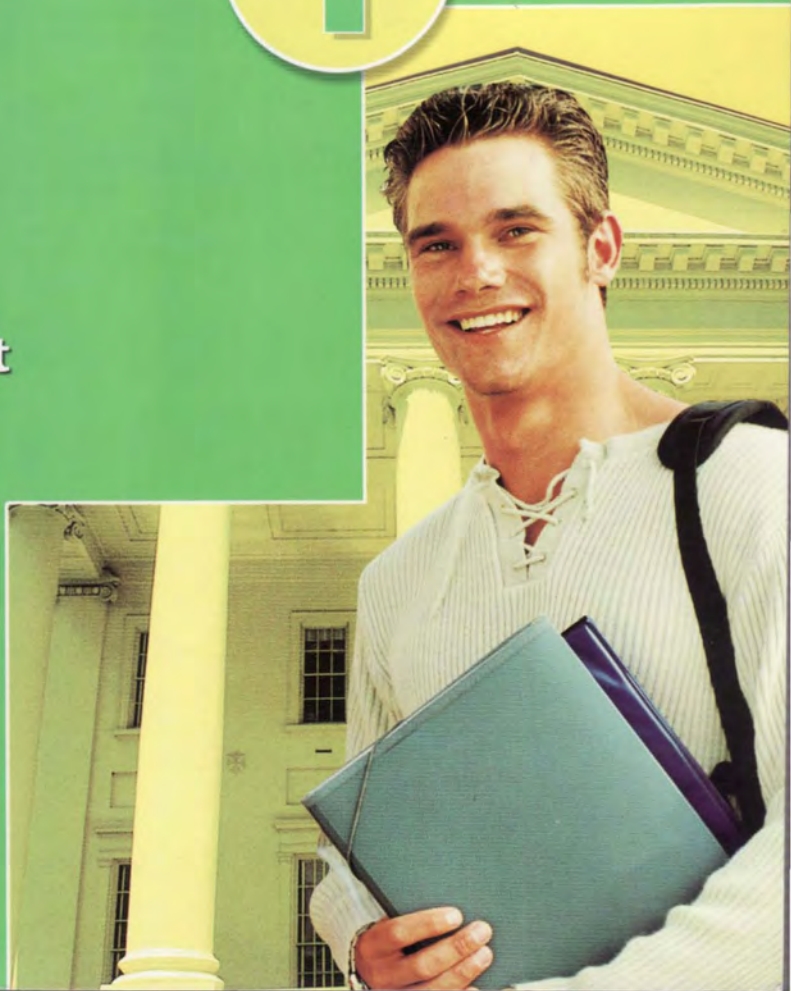
Student's Book



Mission IELTS 1

ACADEMIC

Bob Obee - Mary Spratt



Express Publishing

Published by Express Publishing

Liberty House, New Greenham Park, Newbury,
Berkshire RG19 6HW
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
http://www.expresspublishing.co.uk

© Bob Obee – Mary Spratt, 2010

Design and Illustration © Express Publishing, 2010

Colour Illustrations: Victor, Kyr, Angela

First published 2010

Made in EU

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ISBN 978-1-84974-662-5

Acknowledgements

Authors' Acknowledgements
We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Sweetspot (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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Mission IELTS 1

Academic

Bob Obee – Mary Spratt



Express Publishing

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About IELTS

IELTS tests are held in over 120 countries around the world and taken by around 1.5 million people each year. The test is recognised by universities, colleges, employers' organisations and government bodies in many countries. Candidates can choose to take either the Academic or General Training IELTS module depending on whether they wish to study, work or migrate abroad.

The Academic and General Training modules cover the four basic language skills – listening, reading, writing and speaking. Although the Academic and General Training modules have different Reading and Writing papers, candidates of both modules are tested on the same Listening and Speaking papers.



Specifically, the Academic module is designed for candidates who are considering following higher education courses abroad or who are looking for a professional position abroad.

The General Training module is for candidates who are considering migrating to an English-speaking country or attending a training course abroad.

IELTS Scores

Candidates are graded using a 9-band scale to give an overall result.

IELTS 9-Band Scale

9 – Expert user
8 – Very good user
7 – Good user
6 – Competent
5 – Modest
4 – Limited
3 – Extremely limited
2 – Intermittent
1 – Non user
0 – Did not attempt the test

Overall Result

Band scores on each paper are added together and averaged out to provide an overall band score. Overall scores are reported in either whole or half bands e.g. 4.5/5/5.5, etc.

Different institutions and organisations accept different scores for different purposes. Please check score requirements for individual institutions on the IELTS website: www.ielts.org.

Academic Reading

Reading text and questions

There are 3 passages in the IELTS Academic Reading Paper and a total of 40 items (questions). Every item is worth one mark.

Timing

Candidates have 60 minutes to complete the IELTS Academic Reading Paper.

Answers

Candidates record their answers on the answer sheets provided. No extra time is given for the transfer of answers onto the answer sheet. Candidates should transfer their answers as they do the test.

Marks

One mark is awarded for each correct answer. The score out of 40 will be translated into the IELTS 9-band scale. Scores will be reported as a whole band or a half band e.g. 5 / 5.5 / 6, etc.

All words that candidates need to write as an answer to a question will be contained in the text. Candidates are advised, therefore, to take care when transferring their answers to the answer sheet as they will lose a mark for incorrect spelling and grammar.

Texts

The texts come from magazines, journals, books and newspapers and may also include diagrams, graphs or illustrations. Texts are of general interest and appropriate for people on courses in higher education. Texts are of different types: narrative, descriptive, discursive, argumentative, etc. but at least one text involves detailed argument.

Task Types

The Academic Reading Paper tests candidates on their ability to identify main ideas, supporting ideas, writer's opinions and specific information. Questions may appear before a passage and some may come after, depending on the task type.
A wide variety of task types are used and more than one task type may be used for each text. There are 11 basic task types. These are:

1 Multiple Choice
2 Identifying Information
3 Identifying Writer's Views/Claims
4 Matching Information
5 Matching Headings
6 Matching Features
7 Matching Sentence Endings
8 Sentence Completion
9 Summary, Note, Table, Flow-Chart Completion
10 Diagram Label Completion
11 Short-Answer Questions

Academic Writing

Academic Writing questions

The IELTS Academic Writing Paper consists of 2 questions (Writing Task 1 and Writing Task 2). Candidates must answer **both** tasks. There is no choice of tasks in the Academic Writing Paper.

Answers

Candidates write their answers in pen or pencil on answer sheets provided.

Timing

The total length of the IELTS Academic Writing Paper is 60 minutes. Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2. They must complete both tasks in the one hour.

Tasks

In **Writing Task 1**, candidates are given some visual information in the form of one or more related diagrams, charts, graphs or tables. Candidates are asked to describe the information or data. Candidates do not need to speculate about or explain the information, just report on its main features factually in a coherent way. Candidates are asked to write at least **150 words** for this task.

In **Writing Task 2**, candidates are asked to consider an opinion, problem or issue which they must discuss. This task requires candidates to make an effective argument in the form of a short formal essay for a tutor or an examiner in an academic or semi-formal neutral style.This may involve presenting the solution to a problem, presenting and justifying an opinion, comparing and contrasting evidence or opinions, or evaluating and challenging an argument or idea. Candidates are asked to write at least **250 words** for this task.

Marking

In **Writing Task 1** candidates are assessed on:
- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

In **Writing Task 2** candidates are assessed on:
- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Each of the tasks is marked separately. Writing Task 2 is worth more marks than Writing Task 1 so leaving plenty of time to complete Writing Task 2 is important. Scores for Academic Writing are reported in whole bands or half bands e.g. 4.5/5/6.5/7, etc. on the IELTS 9-band scale.

IELTS Listening

Listening texts and questions

The are four sections in the IELTS Listening. The questions are designed so that the answers appear in order as you listen to the listening text.
At the beginning of each section candidates hear a short description of the situation they are going to listen to. This may include information about who the speakers are, where they are and what the general topic is. This description is **not** written on the question paper, so it is important for candidates to listen carefully.

The sections 1 to 4 gradually become more difficult, with sections 1 and 2 testing the types of listening skills needed for survival in everyday social contexts. The focus in Sections 1 and 2 is on understanding key points of factual information. Sections 3 and 4 focus on situations set in academic or training contexts. The main focus here is being able to identify key points, identify details and follow a line of academic argument.

Answers

During the test, candidates have time to read the questions and write down and check their answers. Answers are written on the question paper as candidates listen. When the recording ends, candidates have 10 minutes to transfer their answers onto an answer sheet. Answers must be spelled correctly. Proper names may be spelled out on the recording.

Timing

Approximately 30 minutes plus 10 minutes transfer time.

Marks

Each question carries one mark, giving a total of 40 marks. The score out of 40 will be translated into the IELTS 9-band scale. Scores are reported in whole bands or half bands e.g. 5.5/6/6.5/7, etc. on the IELTS 9-band scale.

Task types

There are 6 basic task types. Any section may include any of the task types listed below and each section may involve one or more than one task type.

1 Multiple Choice
2 Matching
3 Plan, Map, Diagram Labelling
4 Form, Note, Table, Flow-Chart, Summary Completion
5 Sentence Completion
6 Short-Answer Questions

Recordings

Each section is heard only **ONCE**. The recordings include a range of accents, including British, Australian, New Zealand and North American.

IELTS Speaking

Speaking test format

In the IELTS Speaking test there is one candidate and one examiner. There are three parts to the test which give candidates the opportunity to demonstrate a range of different speaking skills. Each IELTS Speaking test is recorded.

PART	TEST	TIMING
1	**Introduction and interview** Introductions followed by identity check. The examiner then asks the candidate questions about familiar topics.	**4 – 5 minutes**
2	**Long turn** The candidate is given a task card with a topic on it. Candidates have one minute to prepare and make notes before speaking about the topic for 1 to 2 minutes.	**3 – 4 minutes**
3	**Discussion** This follows on from the topic of Part 2. The examiner asks questions to prompt discussion with the candidate of more abstract aspects of this topic.	**4 – 5 minutes**

Timing

Each test lasts between 11 – 14 minutes.

Marking

IELTS Speaking test scores are reported in whole bands or half bands e.g. 5/5.5/6/6.5/7, etc. on the IELTS 9-band scale. Candidates are assessed on their performance throughout the test using the following criteria:

- Fluency and Coherence
- Lexical Resource
- Grammatical Range and Accuracy
- Pronunciation

The test is recorded so that it can be re-marked if needed. The examiner will not give the candidate any feedback on their performance.

About Mission IELTS

Mission IELTS 1 is the first in a two course book series which aims to help students to achieve their

potential for success in the IELTS exam. *Mission IELTS 1* is a 90 -120 hour course for Intermediate to Upper Intermediate students aiming to achieve an IELTS Band Score 5 – 6.5 . *Mission IELTS 2* is a course for more advanced students confidently aiming to achieve an IELTS Band score of 7 and above.

Mission IELTS 1 provides a thorough course of study for students taking the IELTS exam. Each of its 16 thematic units aims to develop the core language and skills needed for success in one of the IELTS papers. Its innovative unit structure enables the user to focus in-depth on language and skills to improve performance in the different sections of each paper, and the exam focus sections of each unit finely tune exam skills and awareness of exam features. The unit structure means that as well as being used as a progressive course, the units can also be used in a modular way to support different course objectives and priorities.

Unit Structure

Vocabulary Focus

Each unit opens with a vocabulary section which introduces and creates lively interaction around the unit topic, presents students with important topic-related vocabulary and explores specific lexical areas which underpin exam performance in the different papers such as collocations, prefixes and suffixes, frequently confused words and spelling.

Skills Focus

The skills focus section of each unit explores the skills implicit in specific IELTS tasks. These sections provide a platform for raising awareness of and practising these different skills. For example, the listening section of Unit 6 covers *listening for specific information, paraphrasing and listening for individual sounds*, skills needed for Listening Section 2.

Grammar Focus

Each grammar focus section takes as its starting point a particular area of grammar and explores understanding and use of this grammar in the context of the IELTS task being focused on. The Grammar Focus section of Unit 4, for example, deals with *Adjectives and Adverbs, Comparative Adjectives and Adverbs i.e.* grammar needed for *Writing Task 1*. Students work to improve their grammar in these sections through exposure to a range of reference, awareness-raising and practice tasks.

There is also a full *Grammar Reference Section* for students to refer to at the back of the Student's book.

Exam Focus

Each exam focus section is divided into four distinct sections:

Tips for IELTS: highlighting *preparation* and *test* tips for students.

IELTS Practice Test: providing an exam practice task for students to complete.

Thinking about the IELTS Practice Test: providing space for reflection on student answers, performance, task requirements and how tasks are marked/assessed.

What do you know about IELTS: consolidating for students key points relating to the part of the test the unit has focussed on.

Revision and Exam Practice Units

Revision and exam practice units offer students the opportunity to revise and further practise the language, skills and exam tasks dealt with in the previous four units.

Workbook

The Workbook provides further invaluable practice and support work for the language, skills and exam focuses of every unit in the Student's Book.

General Training Supplement

A further unique feature of this course is the *General Training Supplement* which provides students studying to sit the IELTS General Training Module with their own unique path through *Mission IELTS 1*. The *General Training Supplement* focuses on the specific skills needed for success in the General Training Reading and Writing papers. GT students can, therefore, use the Speaking and Listening units of *Mission IELTS 1 Academic* and prepare for the specific GT papers using the *General Training Supplement*.

In other words:

Academic Module students use: *Mission IELTS 1 Academic + Workbook*

General Training students use: *Mission IELTS 1 Academic [Listening and Speaking Units] + General Training Supplement + Workbook*

1 About yourself

IELTS Paper focus:	Speaking
Vocabulary focus:	Words/Phrases about yourself, *do* v *make*, countable and uncountable nouns
Skills focus:	Expanding on short answers
Grammar focus:	Present/Perfect Simple and Continuous
Exam focus:	Speaking Test Part 1 Introduction and Interview

VOCABULARY FOCUS

1 Look at the pictures which shows four basic personality types: *leader*, *socialiser*, *carer*, *analyser*. Which one is which? Which one are you more like?









Put the number (1-4) next to one option in each line below. Which option best fits each personality type?

Which type of person would want/like to ...

1	**make**	a a speech	b the coffee	c decisions	d the facts clear		
2	**give**	a you a hug	b orders	c you details	d out their card		
3	**have**	a an argument	b people around	c a routine	d more time		
4	**show**	a you how to do sth	b they care	c who's boss	d their photos		

2 Place yourself on these scales.

1	I prefer routine.	○	○	○	○	○	I prefer change.
2	I am cautious.	○	○	○	○	○	I am a thrill-seeker.
3	I let things happen.	○	○	○	○	○	I make things happen.
4	I am a thinker.	○	○	○	○	○	I am a performer.
5	I like simple things.	○	○	○	○	○	I love glamour.
6	I am a team player.	○	○	○	○	○	I am an individual.

Compare your answers with another student. Give examples of how you feel/behave in different situations. Decide what personality type your partner is.

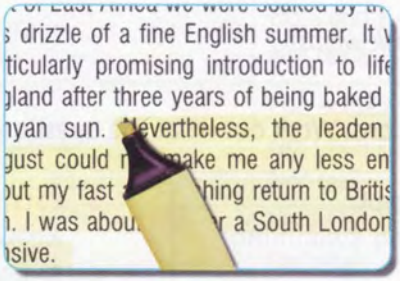
3 Complete this information tree with as much information as you can about yourself.



Now ask another student questions about their personal information to find out as much as you can about them.

4 Some students learn useful phrases like those in Exs. 1, 2 & 3 by keeping them somewhere special. Tell another student if you do any of the things shown in the pictures to help learn vocabulary.

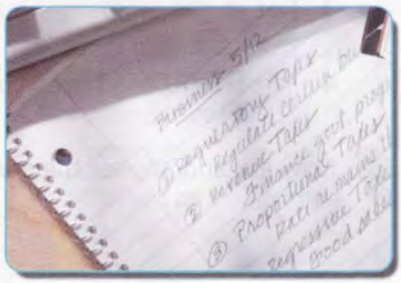



drizzle of a fine English summer. It
ticularly promising introduction to life
gland after three years of being baked
nyan sun. Nevertheless, the leaden
gust could
ake me any less en
but my fast
hing return to Britis
. I was abou
a South Londor
nsive.









5 When describing what you do or are doing at the moment these words may be useful.

course	decision	work	sport	homework	travelling	revision	choice
application	research	project	progress	overtime	exam/test	degree	

Do we use 'do' or 'make' with these words? Sort them into two groups. Check your answers with another student.

Now decide which words are *countable* (*Cn*) and which *uncountable* (*Un*) i.e. which can or can't be used with a plural form.

Look at the words in the box and tell another student about two things you:

a have to do/make.
b hope to do/make.
c don't like doing/making.
d used to do/make.

Explain why.

6 Decide which form is correct for these uncountable words.

1 **Is/are** homework necessary?
2 Have you done **a travelling/any travelling**?
3 I don't have to do **much overtime/many overtimes**.
4 We're making **a/some** progress.
5 We have a huge **number/amount of** work to do.
6 What **research/kind of research** is it?
7 I have **several/a lot of** homework to do.
8 This is a **good/good piece of** work.
9 I've done **a bit of/few** travelling.
10 If you want to get fit, do **a few/some** sport.

(*see also Unit 2 countable/uncountable words*)

7 Look at these answers to questions. Work out what the questions were.

1 Only twice – both times to Egypt.
2 I do actually – football and swimming mainly.
3 Not at the moment – but I do sometimes work as a lifeguard.
4 Part-time – I only have lectures twice a week.
5 Lots. I've got four essays to do at the weekend.
6 Be a lawyer – like my father.
7 No, I'm taking IELTS for the first time.
8 Not very often. I prefer watching films at home.

8 Now ask and answer the questions above with another student to find out more information about them.

SKILLS FOCUS: Expanding on short answers

1 **It is natural when answering questions in an interview to give a short answer and then expand on it i.e. offer more details.**
Match each question with an appropriate short answer.

1 What types of music do you listen to?
2 Are you planning to continue with your studies?
3 Do you do anything to keep fit?
4 Would you like to travel abroad?
5 Do you go to the cinema much?
6 Who does the cooking in your home?
7 Do any members of your family live abroad?
8 Have you travelled abroad before?

A Nothing special.
B Actually, it's me.
C Whenever I can.
D All sorts really.
E Only once.
F Quite a few actually.
G I think so.
H It depends.

2 **Look at these questions. Use the short answer box below to find an appropriate short answer about yourself for each one.**

1 Do you have much free time?
2 Are you going to work abroad?
3 What do you do in the evening to relax?
4 How often do you go out with your family?
5 Are there any special places of interest in your city?
6 Have you been to many live concerts?

SHORT ANSWER BOX

What (sort of thing) do you do at weekends?	All sorts. The usual thing. Not a lot.	I ... if I can. This and that.
Do you have any friends in the UK?	I do actually. No, I don't. Not really.	None. Not many. A few.
Do you have any information about the place?	I do actually. No, I don't. Not really.	None. Not much. A little.
Are you going to go on holiday this year?	I hope to. Definitely. It depends. I'm not sure.	I think so. I may do. I doubt it. Probably not.
How often do you go to the cinema?	Whenever I can. Once a month. Not often.	Most weekends. Every Saturday. Very rarely.
Have you ever lived away from home?	Never. I have actually. Quite a lot actually.	This will be my first time. Not recently. Only once.
Is there much to do in the evenings in your city?	There is actually. I'm afraid not. Not really.	Lots of things. Not that much. Hardly anything.

3 Now work with another student. Take turns to ask the questions in Ex. 2. Answer with short answers and then expand on the answer.

Expanding = giving details on/further explanation of a short answer
Example:
Speaker A: *What do you do in the evenings?*
Speaker B: *It depends (short answer). During the week, I just go home and relax ... I watch TV or read, but at weekends I'm never in ... I go to clubs or to friends' houses.* **(expansion)**

4 Work with another student. Practise exchanges, as in the above example, with these short answers. Think of appropriate questions and how to expand on these answers.

Only at weekends.	None at all.	Whenever I can.
I do actually.	A few times.	It depends.

Interaction Strategies

5 Match the language to one of the interaction strategies.

Language	Interaction Strategies
1 What I mean is ...	A Explaining yourself
2 Do you mean now or in the past?	B Correcting yourself
3 It's a bit like ...	C Asking for repetition
4 Could you repeat the question, please?	D Asking for explanation
5 Sorry, I'm not sure what you mean.	
6 It's ... no, sorry it's ...	
7 Sorry, I didn't catch the question.	
8 It's the capital ... er ... regional capital, I mean.	

Work with another student. Think of three questions to ask your partner about his/her home town. Practise the strategies (A-D) above.



GRAMMAR FOCUS: Present/Perfect Simple and Continuous

GR pp. 200-201

1 **Look at the language box. Complete each sentence below to make a statement that is true about yourself.**

1 at the moment.
2 generally.
3 this year.
4 most weekends.
5 for now.
6 today.
7 very often.
8 in the evenings.

Present Simple	Present Continuous
e.g. I (don't) live in / work as / come from / go / prefer	*e.g. I am (not) / working / studying / thinking of*
is used to talk about habitual actions and general truths. *I often **go** into town at weekends.*	is used to talk about situations happening 'around now'. ***I'm staying** at home today to study.*
is commonly used with: *usually, most days, at weekends, often, generally, sometimes, in the evenings.*	is commonly used with: *at the moment, for now, temporarily, this week/year, currently, today.*

2 **Now look at the statements you made in Ex. 1. Turn them into questions to get similar information from another student.**

e.g. I am working as a security guard at the moment.
Are you working anywhere at the moment?

Present Perfect Simple
e.g. I have *seen / been / done / lived* is used to talk about actions starting in the past and continuing into the present. *I **have lived** in the same house all my life [meaning: I still live there]* *She **hasn't been** to school this week [meaning: She's still not back at school]* It is commonly used in this way with phrases such as... all my life, ..., ..., ..., ..., ..., ..., ... **(complete with words from Ex. 3 below)**

3 Match 1-8 to **A-H** to complete the sentences.

1	I haven't driven a car ***since***	A	far.
2	She's had a headache ***all***	B	two weeks.
3	They've really enjoyed the course ***so***	C	ages.
4	I've haven't seen her ***in***	D	2005.
5	My job has been very stressful ***for the***	E	year.
6	Everything has gone well ***up to***	F	morning.
7	We haven't been abroad ***since last***	G	past few months.
8	My college has only been open ***for***	H	now.

Note these time phrases down in the box above.

4 Do these words go with *for* or *since*?

a few days	Monday	the beginning of the week	the whole year	three months
yesterday	weeks	last year	August	a long time

for ...	since ...

for or *since*

Which word is used with a period of time?
Which word describes the beginning of a point in time?

5 Using *for* or *since* tell another student about these things.

e.g. I haven't had an ice-cream since last summer.



1 an ice-cream



2 current mobile phone



3 best friend (how long?)



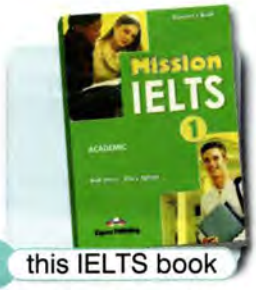
4 a haircut



5 current home



6 people in this class (how long?)



7 this IELTS book



8 the shoes you're wearing

Present Perfect Simple v Present Perfect Continuous

the **present perfect simple** is used to talk about:

- more permanent situations:
 *I **haven't seen** my cousin since primary school.*
 *I **have lived** here all my life.*
- numbers (especially with ***how many***...) and results:
 *We have only won **two** matches all year.*
 ***How many** lessons have you had this week?*

the **present perfect continuous** is used to talk about:

- more temporary situations:
 ***She's been seeing** the doctor for almost two months.*
 ***I've been looking** for somewhere to live since June.*
- a process and the length of time it takes (especially with *how long* ...):
 ***I've been learning** English for four years.*
 *How long **have you been studying** for IELTS?*

BUT remember some verbs called 'state verbs' such as:

know want like understand seem own need feel like

describe more permanent situations/feelings and are **not** used in the continuous form.
***She's seemed** happier this year.*
*How long **have** you **known** them?*

6 **Complete each sentence so that it is true about yourself. Use *present perfect simple* or *present perfect continuous*.**

1 for a long time.
2 since the beginning of term.
3 long.
4 for ages.
5 all year.
6 since last summer.

7 **Complete each sentence with the correct *present* or *perfect* form of the verb.**

1 at the moment? **(you/work)**
2 Sorry, ... long? **(you/wait)**
3 She most weekends. **(practise)**
4 How many times the test? **(you/take)**
5 I all week and still have lots to do. **(revise)**
6 We much so far. **(not/travel)**
7 I the bus to college each morning. **(get)**
8 I with friends for the last few weeks. **(stay)**
9 No-one any of the lectures so far this term. **(understand)**
10 I going out tonight. Can we stay in? **(not/feel like)**

EXAM FOCUS: IELTS Speaking Test Part 1 Introduction and Interview

1 Tips for IELTS

1 On the next page, there is a practice test for Speaking Test Part 1. In this part, the IELTS examiner will ask questions about three common topics such as family, food, interests, travel, etc. Topic 1 will be about home/town or work/studies. Topics 2 and 3 will change for different candidates. Here are some tips to help you do well in this module. Tick (✓) the ones you need to think about most. Discuss your decisions with another student.

Test Tips

- Give relevant information about yourself and expand on your answers with details: *where, why, how, when, etc.*
- Ask the examiner to explain questions if you are not sure what they refer to.
- Use the 'short answer → expand' strategy to give shape to your answers. For example: beginning with *'it depends'* gives you an opportunity to say plenty. Try to avoid answering 'yes' or 'no'.
- Do not worry or panic if you cannot remember a particular word. Just say you can't remember what 'it' is called and move on, or find another way of saying it (paraphrase).
- Try to avoid repeating the language of the questions at the beginning of your answers.
- Give answers as you would in an interview i.e. not too short and not too long. The examiner has plenty of things to ask you in this part of the test.

Preparation Tips

- There are a number of things you can do outside class to help yourself prepare for the Speaking test:
 - Check word pronunciation in a dictionary.
 - Practise asking and answering questions with other students.
 - Listen to radio chat shows in English.
 - Download chat show podcasts.
 - Record yourself answering questions.
 - Listen to English pronunciation tapes.
 - Revise vocabulary on everyday topics.
 - Chat in English to friends over the Internet.
- Practise saying words that you find difficult to pronounce both on their own and in a sentence. Use an on-line pronunciation dictionary to help you. Record these words and ask your teacher to listen to the recording.
- Make a decision **NOW** about how and where you are going to keep notes on vocabulary in this course. You have seen some ideas in this unit. Using vocabulary well is something you are marked on in the Speaking test.

2 IELTS Practice Test

1 You will be examined by one IELTS examiner. He/She will use three question topics on common subjects such as family, food, interests, travel, etc. in this part of the test. Topic 1 is always about home/town or work/studies. Topics 2 and 3 will change for different candidates. This part of the test lasts about 4-5 minutes. Work with another student. Take it in turns to act as examiner and candidate. Ask/Answer 3 or 4 questions on each topic.

Home Let's talk about where you live.	Work/Study Let's talk about what you do.
• Where are you from? • What sort of accommodation do you live in? • What is your town or area well-known for? • Would you choose to live in a different place? • Tell me what people do in the evenings in your area.	• Do you work or are you a student? • Tell me about your job/course. • What are your plans for the future? • What do you like about your job/course? • Do you have to work/study at home?
Food **Let's move on to talk about food.**	**Transport** **Now let's talk about transport in your area.**
• Tell me about your favourite meal of the day. • Do you enjoy shopping for food? • Who usually prepares the meals in your home? • What kind of food do you like to eat? (Why?) • How often do you eat out?	• How do you get to work/school? • Tell me about public transport in your area. • Does your town have traffic problems? • Do you enjoy travelling long distances? • Are bicycles popular in your town/country?



3 Thinking about the IELTS Practice Test

1 🎧 **You will hear two different extracts of candidates taking part in Part 1 of the Speaking Test. Listen and circle *T* for (true) or *F* for (false) for each question.**

In Part 1...

1	candidate A answers questions about her home town first.	T or F
2	candidate A is asked two questions about each topic.	T or F
3	the examiners change topic 4 or 5 times.	T or F
4	both candidates are asked about their work/studies.	T or F
5	candidate B answers questions about her free time first.	T or F
6	candidate B is asked several questions about her studies.	T or F
7	the examiners tell the candidates when they are changing topic.	T or F
8	the candidates are expected to ask the examiner's questions.	T or F

Part 1 of the Speaking Test

- The examiner asks the candidate questions on three topics.
- The first topic is about the *candidate's home(town)* or *his/her work/studies*.
- The other two topics are about things such as *travel, family, free time, food, etc.*
- Candidates are encouraged to give personal/factual information about themselves, their family and people from their country.

2 🎧 **Listen to the two candidates again. Circle which candidate does these things:**

		Candidate
1	explains her answers	A or B
2	tries to correct herself	A or B
3	gives very little information	A or B
4	gives answers which do not always answer the question	A or B
5	repeats the 'language' of the question	A or B
6	asks the examiner to explain a question	A or B
7	expands on her answers	A or B
8	uses a range of grammar and vocabulary	A or B
9	hesitates a lot	A or B

Which candidate performed well? Discuss why.

4 What do you know about IELTS?

1 What do you now know about IELTS Speaking Part 1? Answer these questions.

1 How many topics will you be asked about in Part 1?
2 Are you always asked about your home town?
3 Is Part 1 more about giving information or giving opinions?
4 Does the examiner chat to you about him/herself?
5 Does the examiner record the Speaking test?
6 How are you going to prepare yourself for Part 1?

2 Travelling

IELTS Paper focus: Listening
Vocabulary focus: Words/Phrases for travelling, word stress, collocations, prepositions
Skills focus: Listening for specific information
Grammar focus: Countable and uncountable nouns
Exam focus: Listening Paper Section 1
Plan, map, diagram labelling, table completion, multiple choice

VOCABULARY FOCUS

1 Look at these pictures about travelling by plane. Describe what you can see.



A


B

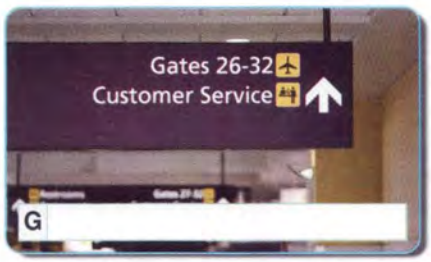

C



D


E


F



G


H

2 Now listen and label the name of each picture correctly.

3 Number the pictures in the order in which passengers go through them as they go to catch a plane. Which is the odd one out?

4 Match these words/phrases to the correct picture.

1 to land, illegal goods
2 to board
3 visa, passport
4 wait for your flight
5 to queue, luggage, boarding card
6 to shop, duty-free goods
7 to take off
8 X-ray machine, hand luggage

5 **Look at these words. What does the symbol show?**

•passport •visa •boarding card •luggage

The symbols show where the words are stressed. In English, one part (syllable) of a word is pronounced more strongly than the other(s). This is one reason why English words are sometimes difficult to understand.

a **Put a dot (•) above the main stress in each of these words, as in the example.**

e.g. •*visa*

1 check-in desk
2 passport control
3 X-ray machine
4 customs
5 security
6 duty free
7 departure
8 to check in

b **Now listen to a recording of these words to check your answers. Notice how the vowels in the non-stressed syllables are pronounced quite weakly.**

c **Listen to the recording and repeat the words with the correct main and weak stress.**

6 **It's very useful for students of English to learn English collocations. Draw lines to match these words to their collocations. Some words match with more than one word.**

1 to go through	A customs
2 illegal	B off
3 to travel on	C plane/train/bike/bus
4 a check-in	D a gate
5 to arrive at	E desk
6 departure	F your destination
7 to travel by	G goods
8 to take	H foot
	I lounge

Certain words often occur together with other words. These are called ***collocations***
e.g. to work hard, terribly sorry, good luck.

7 **Make a list of all the means of transport you can think of. Compare your list with another student. Who has the most words? Put all your words together into a long list.**

8 **Look at these questions that we often ask people going on trips. Complete each question with a preposition.**

1 What's the name of the place you're going ?
2 Which airport/station are you leaving ?
3 How long are you going ?
4 Which hotel are you staying ?
5 Which travel company have you booked ?
6 When are you coming ?
7 Who are you travelling ?

9 Travellers going on long journeys often take these four types of 'bags' with them:



1 hand luggage



2 toiletry bag



3 suitcase



4 wallet/purse

Which bag would you put these things in/on when travelling? Think about safety and when and where you might need them. Discuss your answers.

1



toothbrush

2



headache tablets

3



passport

4



luggage tags

5



foreign currency

6



business cards

7



ticket/boarding pass

8



comb

9



address book

10



umbrella

11



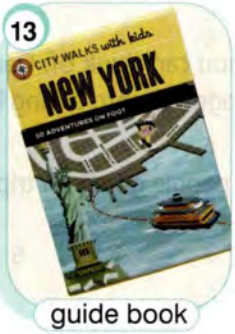
credit cards

12



jewellery

13



guide book

14



glass bottles

15



sunglasses

10 Have you made a long journey or do you plan to? Prepare a mini-presentation for your classmates. Tell them about the reason for your trip, your destination, and what happened/will happen on your journey. Answer your classmates' questions about your journey.

SKILLS FOCUS: Listening for specific information

1 What information do you need to understand to find the answer to this question? *What time's the flight?*

Now listen for the answer.

To get this answer you just needed to listen for a time. You didn't need to listen to or understand the other things you heard.
This kind of listening is called listening for specific information. Specific information is often dates, numbers, times, names, prices or addresses i.e. short pieces of factual information. This kind of listening is very common in Section 1 of IELTS Listening.

2 Listen now to these five short extracts and just focus on the information the question asks for. What type of information should you listen for in each question?

1 What's the man's destination?
2 What time will the train arrive?
3 What kind of ticket does the student want?
4 What's the name of the place the woman is recommending?
5 How do you spell the place the girl talks about?

Listen to the recording again and read the recording script on page 212. Underline the answers and notice how you only need to focus on them to get your answers right.

3 Listening for specific information sometimes means listening to the differences between sounds. Listen and underline which of the two sets of words/phrases the speaker says. Listen carefully.

a 14/40
b I need some new shirts/sheets
c father/further
d H A R S T O N / H A S T O N
e 16/60
f It seems/It is seen
g The shop is close/closed
h I sometimes walk to work/I sometimes walked to work

Notice how the differences between these words are all differences in individual sounds.

4 When you're listening for specific information, you sometimes need to listen to letters in order to spell words. Do you know the letters of the alphabet in English? Work with a partner and:

- say the letters to one another.
- test one another – one person points to different letters out of sequence and the other says the letter.
- spell to one another – spell your name and the names of the street and town where you live to one another. Write down what your partner spells.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

5 Specific information often includes numbers. Do you know all the numbers in English? Say these to yourself or a partner:

4/14	0	7/17	95	793	49	33,526
63	6/16	84	9/19	21	58	3,896,547
5/15	77	8/18	611	32	1011	

6 Now listen to the recording of numbers and letters. Do what the speaker tells you.

GRAMMAR FOCUS: Countable and uncountable nouns

GR pp. 201-202

1 Read this short text. What do the words in bold have in common?

I travel quite a lot for my **work**. When I'm on my **trips**, I like to bring back nice **food** from the countries I visit. For example, when I go to Italy I try to bring back **olive oil**, **cheese** and **chocolates**. From Turkey, I've brought back fresh **tomatoes**, **cakes** and **nuts**. And from China, I've bought home **soya sauce** and **noodles**. But it's not so easy to carry these **goods** nowadays because of **security**. You're not allowed to carry any **liquids** in your hand **luggage** when you travel by **plane**, and many **countries** have **regulations** which say you can't import fresh food. **Travel** used to be a lot easier ... and tastier.

2 The words in bold in Ex. 1 are all nouns. In English, nouns can be divided into *countable* and *uncountable* nouns. Put the words in bold from the text into the correct column.

Countable	Uncountable

3 What are *countable* and *uncountable* nouns? Complete these definitions with: ***not, whole, can, single.***

- A countable noun is a thing, person, etc. which we think of as i.e. an individual item which we think we count e.g. buses, tickets, suitcases, desks, journeys.
- An uncountable noun is usually a liquid, a material, an abstract quality or a group of things which we see as a or a block rather than as lots of separate things e.g. cheese, water, glass, knowledge, advice, travel.
- A problem for learners of English is that what is countable in their language may be countable in English and vice versa.

4 Some words can be *countable* or *uncountable* depending on their meaning. Use the definitions above to help you explain the differences in meaning between these pairs of words.

a glass/glass	a coffee/coffee	a paper/paper	a time/time

5 ***Countable*** **and** ***uncountable*** **nouns use different words before them. Put these words into the right box. NB Some may go in both.**

a/an	much	a lot of	some	the
(a) little	many	any	lots of	(a) few

You use these words before **countable** nouns:	You use these words before **uncountable** nouns:

6 Correct the mistakes in these sentences.

1 I went on some short trip by train to the sea last month – it was really nice.
2 You can't get many information from the travel company's website.
3 I packed a little clothes in my suitcase.
4 I took a luggage with me – just a suitcase and a backpack.
5 Much airports have X-ray machines to check luggage.
6 Passengers can spend many time at passport control.
7 A travel can be very expensive.
8 At customs you go through the green channel if you don't have one illegal goods.
9 I brought back a rice from my trip to Thailand. It was delicious.
10 You can get many good advice about travelling on the Internet.

7 Underline the correct word to complete these sentences.

1 Customs sometimes check how **much/many** tobacco you bring into a country.
2 You can take as **much/many** luggage as you want when you travel by train.
3 I must buy **a/some** soap to take on my trip.
4 My new suitcase is made of **some/a/–** plastic. It's really light.
5 You can only take **a few/a little/some** luggage onto a plane.
6 Some countries allow you to bring in as **few/much/many** money as you want.
7 There weren't very **much/some/many** people on the bus today.
8 **A/Some/Much** companies let you buy travel tickets on the Internet.
9 I always take a bottle of **a/some/–** water with me when I travel.
10 If you want to keep your suitcase light, pack as **little/some/few** clothes as possible.

8 How many/much of these things would you want to take with you on a very long coach ride in your country? Write one of the words in the box for each item, then discuss your answers.

lots of	(a) few	one	(a) little	some	no

1 water
2 matches
3 chocolate
4 money
5 credit cards
6 mobile phones
7 soap
8 toothpaste
9 pairs of shoes
10 pens
11 coins
12 medicine
13 food

EXAM FOCUS: IELTS Listening Paper Section 1
Plan, map, diagram labelling, table completion, multiple choice

1 Tips for IELTS

1 On the next page, there is a practice test for Listening Section 1. Here are some tips for this section. Tick (✓) the tips that you need to practise most.

Test Tips

- Read the questions very carefully before you listen. They tell you what to listen for.
- Section 1 contains several different kinds of tasks. Each task requires you to do something different. Notice exactly what the instructions for each task tell you to do and do exactly that. Otherwise you will lose marks.
- Concentrate hard as you only hear the IELTS recording once. Each recording always starts with a short description of the situation you will hear about.
- Listen very carefully. Section 1 often tests if you can hear small differences in sounds or meaning.
- Read the questions and titles and predict:
 - what kind of information the answer will be *e.g. number, address, name, description*
 - the topic of the listening and key vocabulary
- Spell your answers correctly – use British or American spelling. You lose marks for incorrect spelling.
- **Plan, map, diagram labelling tasks**
 You may need to label diagrams, pictures, plans or maps.
 The number of words you need to write varies from task to task, according to the instructions.
 You will need to write letters, words or numbers.
 Read the instructions very carefully and only do what they tell you to do.
- **Table completion tasks**
 Notice how many words or numbers you must write. Don't write more or you'll lose a mark.
- **Multiple choice tasks**
 There are two kinds of multiple choice tasks:
 - 3 options and more than 3 options
 - 3 options – you only need to write one letter for the answer.
 - More than three options – you need to write more than one letter. Read the instructions carefully to see how many letters you must write. You get no marks if you only write one letter.

 NB You can write the letters in any order.

Preparation Tips

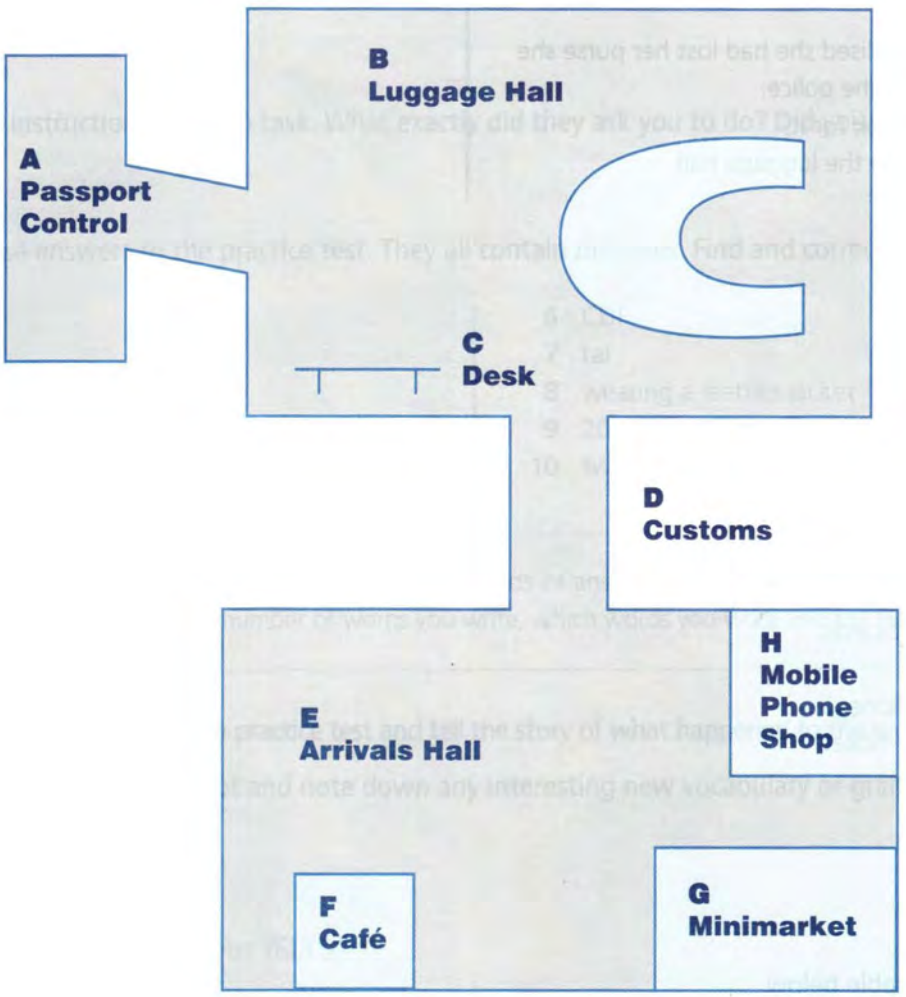
- Here are some words that candidates often spell wrongly in IELTS. Learn their spelling by heart!

Accommodation	Restaurant
Government	Advertisement
Because	Which
Beautiful	Different
Night	Passengers

- Learn this spelling rule: When we add an ending to words ending in **-y**, we usually change the **-y** to **-i**. *e.g. worry – worried, baby – babies, unhappy – unhappily, early – earlier*
- Learn all the new words you meet. When you learn English, you meet many, many new words, and you will need them for the IELTS exam. You need to remember as many as possible. Here are some ways of remembering them:
 - Keep a vocabulary record (in an exercise book/on your mobile phone/on cards, etc).
 - In your record, note the word, its main stress, its pronunciation and its part of speech (noun, verb, adjective, preposition, etc).
 - Note the meaning of the new word too (in your own language, in English or through a drawing) and any collocations of the word.
 - Organise your vocabulary record *e.g. as an alphabetical list or by topic.*
 - Play with the words – *e.g. make up quizzes with their meaning, make up stories with them, draw them, etc.*
 - Test your memory of the words – every day, every week, every month, etc.

Questions 1 and 2

Label the diagram below.
Write the correct letter, **A-H**, next to Questions 1 and 2.



e.g. *Jack and Tina are at* *F*

1 Tina put her papers away at
2 Tina noticed she'd lost her purse at

Questions 3-5

Choose the correct letter, **A**, **B** or **C**.

3 Tina wanted to buy
- A some fruit.
- B some juice.
- C some water.

4 When Tina realised she had lost her purse she
- A contacted the police.
- B went to look for it.
- C returned to the luggage hall.

5 Which person spoke loudly on a mobile phone?
- A Tina
- B Jack
- C The tall man

Question 6

Choose **TWO** letters, **A-F**.

6 The woman thought she had lost
- A her passport.
- B her visa.
- C her credit cards.
- D $300.
- E English money.
- F her plane ticket.

Questions 7-10

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

	age	build	hair	distinguishing features
Man	about 35	7)	long, blond	8)
Wife	about 9)	medium	short, dark	10) two

3 Thinking about the IELTS Practice Test

1 Read the recording of the practice test on page 212. Listen to the recording again and underline the answers. Did they require you to listen for specific information? What kind?

2 Which of these tasks did you have to do: *multiple choice, matching, table completion, plan, map, diagram labelling*?

3 Look at the instructions for each task. What exactly did they ask you to do? Did you do it?

4 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 C and G
2
3 some water
4 no. 2
5 Jack
6 CDF
7 tal
8 wearing a leather jacket
9 20 year old
10 two mobile fones

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Listening? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

5 a Look at your diagram in the practice test and tell the story of what happened to the woman and her purse.

b Look at the recording script and note down any interesting new vocabulary or grammar it contains.

4 What do you know about IELTS?

1 What do you now know about IELTS Listening Section 1? Answer these questions.

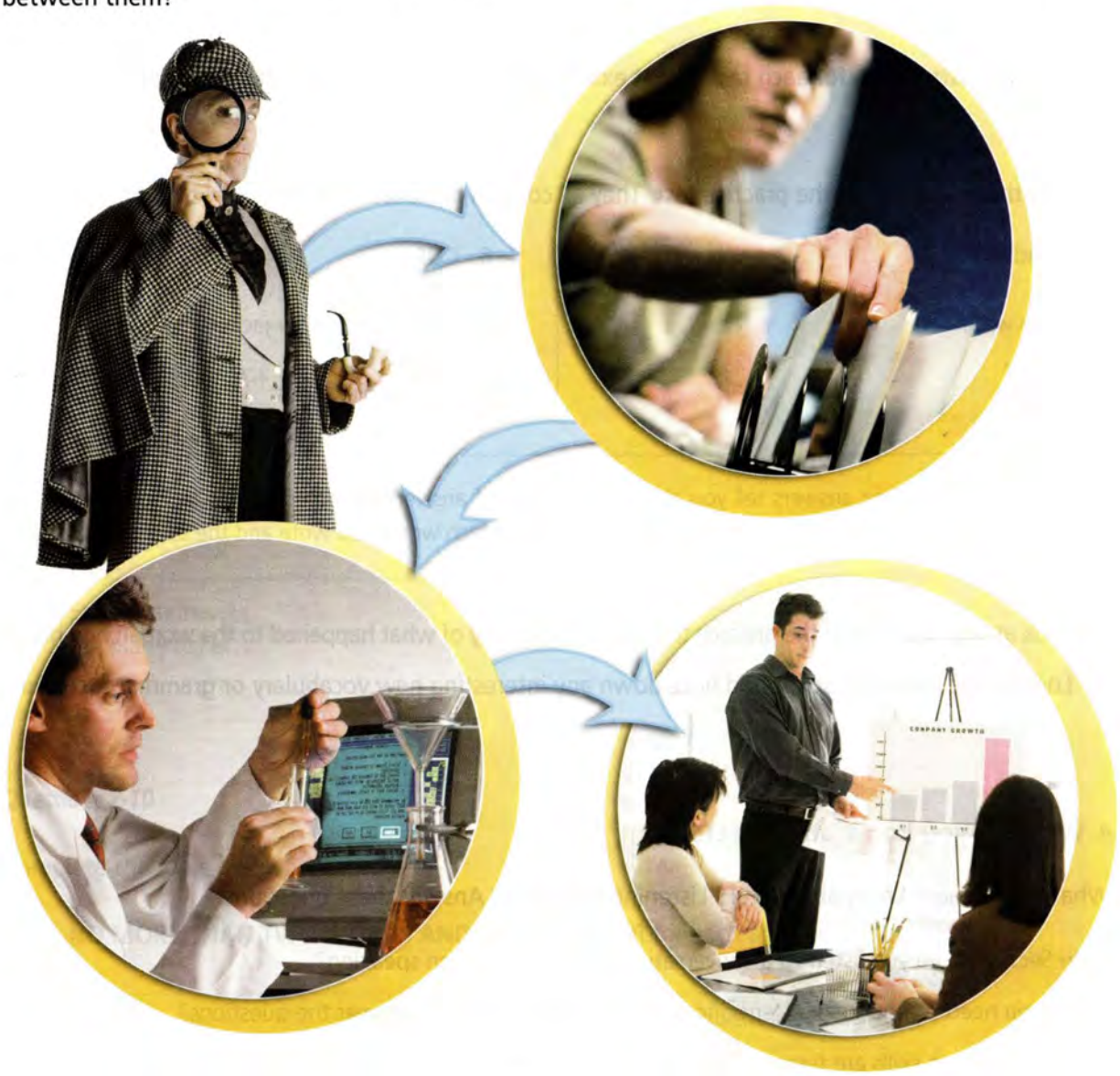
1 In Section 1, do you listen to a conversation or just one person speaking?
2 Do you need to find general, specific or detailed information to answer the questions?
3 What listening skills are tested in Section 1?
4 How many questions are there in Section 1?
5 What are you going to do to prepare yourself for IELTS Listening Section 1?

3 Investigating

IELTS Paper focus:	Reading (Academic)
Vocabulary focus:	Words/Phrases for investigating, collocations, noun suffixes, formal v everyday vocabulary
Skills focus:	Reading for gist/skimming
Grammar focus:	Past Simple and Present Perfect Simple
Exam focus:	Reading Paper (Academic) Passage 1 Short answer questions, completion tasks, identifying information tasks, matching information tasks

VOCABULARY FOCUS

1 Look at these four pictures. How might they link to the topic 'Investigating'? What is the connection between them?



The pictures show the stages of an investigation:

1 ***Identifying the problem*** to investigate
2 ***Collecting information*** about the problem
3 ***Analysing information*** about the problem
4 ***Presenting the results*** of the investigation

Many reading texts in IELTS Reading (Academic) are about research or investigation.

2 Here are some words relating to investigation. Write a number (1-4) beside each word to show which stage(s) of an investigation they relate to.

findings	to present	to report	to investigate	data	significant
evidence	conclusion	analysis	procedure	to collect	to identify

3 Which words collocate? Draw lines from the words in A to their collocations in B.
NB Sometimes a word in A collocates with more than one word in B.

A	B
1 to present	A research
2 to carry out	B analysis
3 to do	C data
4 to conduct	D an investigation
5 to collect	E a conclusion
6 to draw	F evidence
7 to analyse	G a problem
8 significant	H findings
9 to report	
10 to identify	

4 Put the collocations in the correct place on the timeline of an investigation, as in the example.



5 In English, words are often built by adding a suffix – a group of letters at the end of a word. Underline the suffixes in these words. What verbs do the words come from?

investigation	conclusion	analysis	presentation	procedure

6 As you can see, the suffixes ***-tion***, ***-sion***, ***-is*** and ***-ure*** are sometimes used to make nouns in English. Make these verbs into nouns using the suffixes.

confuse, prepare, imagine, instruct, decide, connect, calculate, administer, participate, fail, base

7 Here are some words relating to investigation. What words are they? Complete each word using the jumbled letters beside them.

1 E_____E	DVNECI
2 F_____S	IGINDN
3 R____T	PEOR
4 C_____N	IOLSCONU
5 D__A	AT
6 A_____E	YSALN
7 C____ __T	YRAR UO
8 S__N_____T	FCAIIGIN
9 P____D__E	COERRU

8 Some words in this unit are quite '*formal*' i.e. serious and exact. This is because they are used to discuss things in a serious or academic way – as the IELTS Reading and Writing Academic papers do. Match the formal verbs to the everyday verbs with the same meaning.

Formal/Academic words	Everyday words
to carry out (research)	to tell people about
to investigate	to reach/come to
to present (findings)	to do
to draw (a conclusion)	to find out

9 Prepare a mini-presentation on:

Something I have investigated/researched

Tell other students about it, explaining what you did at each stage of the investigation.





SKILLS FOCUS: Reading for gist/skimming

1 All these texts are about scientific research on animals. Which text is about:

1 animals that keep company with others in their group?
2 animals that can copy the sounds of other things?
3 animals that can walk like humans do?
4 animals that use sound to find out where things are?

A

American biologists have been amazed to find two different species of tropical octopus walking on just two legs.

They have discovered that the animals wrap six of their legs around their bodies when under threat and appear to walk backwards. The action also helps the creatures to blend into their background.

B

Researchers have identified an elephant in Kenya that makes traffic noises. In quiet moments after dark, Mlaika can be heard making the sounds of a truck increasing speed.

Joyce Poole of the Amroseli elephant research project in Tsavo National Park reports in the journal *Nature Today* that Mlaika is evidence that vocal learning in response to auditory experience has evolved in elephants.

C

Christopher Clark from Cornell University in New York has discovered that whale songs can be heard across thousands of miles of ocean and whales use sound to create their own mental map of the sea floor.

Nobody knows if whales communicate with each other directly, or even what their messages mean, but scientists have believed for more than thirty years that whales' voices have helped them to locate under sea landmasses for a very long time.

D

Between 1994 and 2001, Dr David Lusseau from the University of Aberdeen studied a group of dolphins in the Doubtful Sea in New Zealand. He identified individual dolphins by the markings on their fins and bodies and recorded how much time they spent with other dolphins. Using this information, Dr Lusseau concluded that certain individuals preferred interacting with some dolphins more than others; and that they formed social networks much the same as humans do.

2 Ex. 1 required you to read for gist/skim reading. What is this?

Skim reading/Reading for gist

Letting your eyes pass quickly over the text just to find out what it's generally about.

When you skim read, you **MUSTN'T**:

- read carefully.
- try to understand each word.
- try to understand all the grammar.

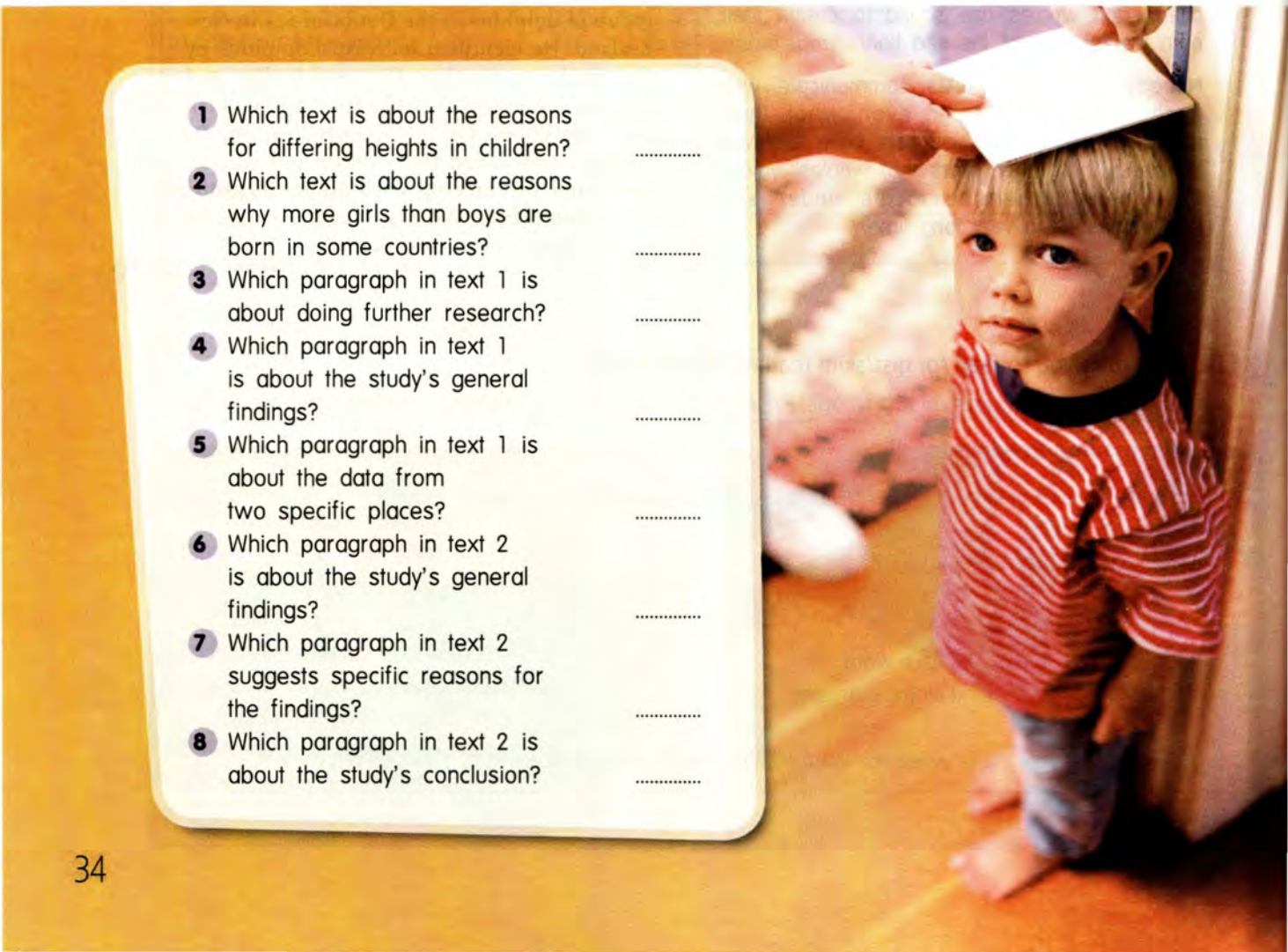
Skim reading is very useful when you want to find out the general meaning of a text quickly.

3 Skim reading/Reading for gist and the IELTS exam

In the IELTS Reading Paper, it is very important to read in the right way for the right purpose. In this Paper, you are fighting against time. If you read in the wrong ways you will lose time.

In IELTS Reading you need to skim	
when you read each text for the first time in order to ...	• understand the general meaning of the whole text. • understand how the text develops. • find out where in the text specific pieces of information are likely to be.
when you read each task for the first time in order to ...	• understand the kind of information that the task requires you to find (e.g. numbers, details, general information).
when you do the IELTS matching tasks: 'Matching information' and 'Matching headings' in order to ...	• read each paragraph in a general, not a detailed, way. This is the quickest and most efficient way to see in which paragraph(s) the general information you need can be found.

4 Read the text on the next page to find the answers to these questions. Write the number of the text or letter of the paragraph in the spaces.



1. Which text is about the reasons for differing heights in children?
2. Which text is about the reasons why more girls than boys are born in some countries?
3. Which paragraph in text 1 is about doing further research?
4. Which paragraph in text 1 is about the study's general findings?
5. Which paragraph in text 1 is about the data from two specific places?
6. Which paragraph in text 2 is about the study's general findings?
7. Which paragraph in text 2 suggests specific reasons for the findings?
8. Which paragraph in text 2 is about the study's conclusion?

Text 1

A Twice as many girls as boys are being born in some Arctic villages because of high levels of man-made chemicals in the blood stream of pregnant women, according to scientists.

B The scientists, who say the findings could explain the recent high number of girl babies across much of the northern hemisphere, are widening their investigation across the most seriously affected communities in Russia, Greenland and Canada to try to discover the size of the imbalance in Inuit communities.

C In the communities of Greenland and eastern Russia monitored so far, the ratio was found to be two girls to one boy. In one village in Greenland only girls have been born.

D The scientists measured the man-made chemicals in women's blood and concluded that they could produce changes in the sex of unborn children in the first three weeks of pregnancy. These chemicals are carried to the baby in the mother's bloodstream.

Text 2

A Children with older brothers and sisters are at risk of not growing enough in early life according to a study which investigates how much children are affected by having brothers and sisters and their order in the family.

B Those with several older brothers are most affected, the study finds. Medical records show that by the age of 10, such children are already significantly shorter than the average.

C Those born last appear to grow up in families who have less time, money and attention to spend on their children.

D David Lawson, a researcher working at University College London, found that a child's height was strongly dependent on the number of older brothers and sisters he/she had.



5 Underline in the articles in Skills Focus any words that relate to investigation. Add them to your vocabulary record if they are new to you.

GRAMMAR FOCUS: Past simple and present perfect simple

GR p. 202

1 Read sentences 1-7 and answer the questions.

Which of the sentences refer to finished actions or states?
Which of the sentences refer to actions or states which started in the past and are still continuing?
Which tense (the *past simple* or the *present perfect simple*) is used for:

- finished actions/states?
- actions/states which started in the past and are still continuing?

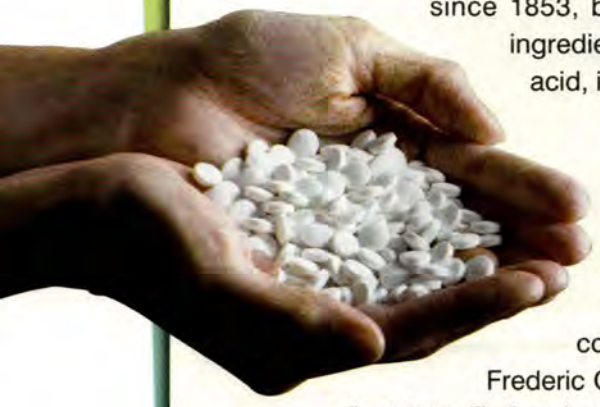
1 The investigation proceeded quickly.
2 The findings show there have always been problems.
3 He collected his data in 25 secondary schools.
4 They have still not finished the analysis of the data.
5 The results were very confusing.
6 They found a large amount of evidence.
7 No-one has produced any results so far.

2 These adverbs are often used with the *present perfect*: *always/still/so far/since ...*
Can you think why?

3 Tenses are very important to understanding or expressing meaning in English. What about in your language? Are tenses used in different ways? What can you learn from these differences/similarities between your language and English?

4 Here is a short piece of research about the medicine, aspirin. Put the verbs in brackets into the *past simple* or *present perfect simple*.

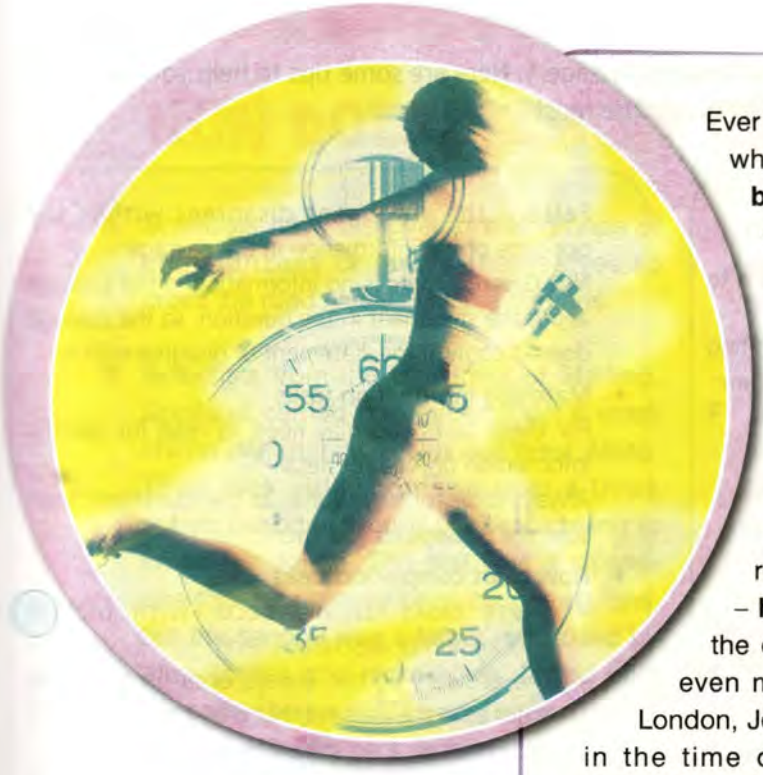
A short history of aspirin



The most common of all pain-relievers **1)** **(to be)** available in its present form since 1853, but humans **2)** **(to know)** about the active ingredient for at least 2000 years. This ingredient, called acetylsalicylic acid, is present in certain trees and plants.

Although ancient medicine men **3)** **(make)** use of these natural substances to ease pain, humans gradually **4)** **(lose)** this knowledge as civilisation evolved. In 1763, an English doctor named Edward Stone **5)** **(begin)** to study plants and trees containing acetylsalicylic acid. Then in 1853, in France, Charles Frederic Gerhardt **6)** **(produce)** the acid artificially for the first time. Today the acid is commonly known as 'aspirin', a brand name which the Bayer Company in Germany originally **7)** **(use)**.

5 Look at this text from some research done on improving performance in sports. Look at the verbs in bold in the *present simple*, *past simple* and *present perfect simple*. Then draw lines between the verb and the box that explains its use.



Ever since the early years of the 20th century, when the International Athletics Federation **began** keeping records, there **has been** a steady improvement in how fast athletes **run**, how high they **jump** and how far they **are able** to throw huge objects of every description, including themselves, through space.

The times and distances for the power events – those that, like the 100 metre sprint and the long jump, **require** a relatively brief, explosive release of energy – **have improved** about 10 to 20 percent. In the endurance events, the results **have been** even more dramatic. At the 1908 Olympics in London, John Hayes of the US team **ran** a marathon in the time of 2:55:18. In 2008, Ethiopia's Haile Gebrselassie **set** a new world record of 2:03:59, almost 30 percent faster.

1 This is a general truth/an habitual action/state in the present.	2 This action/state is finished.	3 This action/state started in the past and is still continuing.

6 Do some research of your own on an invention which interests you. Look for information about it e.g. when and how it was invented and what effects it has had.

Present the results of your research to the class or write it up. As you prepare to share the results of your research think hard about the tenses of the verbs you will use.

EXAM FOCUS: IELTS Reading Paper (Academic) Passage 1
Short answer questions, completion tasks, identifying information tasks, matching information tasks

1 Tips for IELTS

1 On the next page, there is a practice test for Reading Passage 1. Here are some tips to help you with the Reading Paper. Tick (✓) the tips that you need to practise most.

Test Tips

- Use the text's title, any photos and the questions to predict the topic and key words.
- Use your understanding of how texts develop to find where the answers are. Some common patterns are:
 - causes → effects
 - problems → solutions
 - findings → conclusions
 - points for → points against
 - the history/development of something
 - a description of a process
- Time is enormously important in the Reading Paper. You have less than 90 seconds for each question, so you do **NOT** have the time to read all the texts carefully.
 Only read carefully those parts of the text that contain the answers.
- **Answering short answer and completion tasks**
 - Never answer with more than the stated number of words. NB Hyphenated words count as single words and contracted words aren't tested.
 - Write numbers as words or figures.
 - Use American or British spelling.
 - Write in capitals or lower case.
- Skim the text first to see what it is generally about. Then just skim each task to see what it generally asks you to do.
- Only pay attention to difficult words if they are key words. Then use the context (the topic and words round a word) to guess what the key words probably mean.
- Candidates sometimes spend too much time on a question or a section, so they don't have enough time for the later questions. Don't do this! Divide your time equally between the sections.
- **Identifying information tasks**
 In these tasks:
 True = the statement agrees with the information in the passage
 False = the statement disagrees with/is the opposite of the information in the passage
 Not Given = there is no information in the passage about the statement in the question, so the passage doesn't confirm the statement or disagree with it.
- **Matching information tasks**
 For these tasks you may need to read for specific information or read for detail.
 Always look for key words in the questions then scan the passage to find them.
- **Flow chart completion tasks**
 - These tasks usually occur with factual information or descriptive texts.
 - The answers do not always occur in the same order as in the passage, but they come from one section rather than the whole passage.
 - Scan the passage to find the words you need to complete the flow chart.
 - Always read through the flow chart when you have completed it to make sure it makes sense.

Preparation Tips

- Add new vocabulary you meet to your vocabulary record. If words are 'formal' mark them 'fml' in your record. And don't forget to note down collocations.
- Outside class, read as much as you possibly can, and note down and learn new vocabulary.
- Try to read 'serious' things, like magazines or Internet articles about current world issues, recent research discoveries and the development of processes, trends, inventions, etc. Here is a site that gives links to English language newspapers around the world: http://www.onlinenewspapers.com/
- Reading a lot in English will help you improve your reading skills and reading speed, increase your vocabulary and give you information and opinions to use in the Speaking Test and Writing Paper.

You should spend about 20 minutes on Questions 1-14 which are based on the reading passage.

HOW DOES A CHIMP CROSS THE ROAD?

A Scientists have discovered that groups of chimpanzees organise themselves to cross the road safely, just like humans.

B Scientists from the University of Sterling, Scotland carried out research on a small chimp community in Guinea, West Africa. They took video footage over a three month period of groups of chimps trying to cross two roads. The first was a smaller one that was mostly used by pedestrians, but the second was a larger road used by cars, lorries and motorbikes. It had only recently been widened to carry this amount of traffic.

C What they found was that the strongest and most high-ranking male chimp moved to the front of the group while the other adult males moved to the back. The females and young chimps gathered between them.

D In this way, the male chimps seemed to be protecting the more vulnerable members of the group. On some occasions they were also seen to stand guard while the rest of the group crossed the road, in much the same way as lollipop people or the police in some countries help groups of children cross the road safely near schools.

E The scientists also measured how long the chimps took before crossing the road, and noted that they took least time on the smaller road, more time on the bigger one and even longer when the road was busy with traffic.

F This protective behaviour by stronger and less fearful male chimps had been seen previously when the group travelled to waterholes or other potentially unsafe areas. But this is the first time it has been witnessed on roads.

G The footage is believed to show how chimps are capable of adapting to new environments created by humans, and that they are able to react flexibly and play different roles to improve their chances of survival when facing different kinds of danger.

H According to a researcher on the project, Kimberley Hockings, the findings also show how 'dominant individuals act cooperatively with a high level of flexibility to maximise group protection'. This finding helps researchers understand how human social behaviour has developed.

I This video footage comes shortly after footage recently shown of chimps in the Congo using tools to help them find food, and varying the tools they use according to the task in hand. This study was the first to make use of remote video monitoring technology.

Questions 1-5

The reading passage has nine paragraphs (A-I).
Which paragraph contains the following information?
Write the correct letter (A-I) in boxes 1-5 on your answer sheet.

1 What the investigation examined and how
2 A conclusion drawn from the findings by one scientist
3 How cameras helped to find out about another kind of chimp behaviour
4 Investigating the relationship between degrees of danger and time taken to cross the roads
5 An example of similar past behaviour

Questions 6-11

Complete the flow chart below.
Choose NO MORE THAN THREE WORDS from the passage for each answer.
Write your answers in boxes 6-11 on your answer sheet.

Researchers used cameras to collect **6)** footage.

Watched chimps at two **7)**

↓

Saw males move to the **8)** and of the group.

↓

Adult **9)** and young chimps moved to the **10)** of the group.

↓

Group waited different amounts of **11)** before crossing roads.

Questions 12-14

Do the following statements agree with the information given in the reading passage?
In boxes 12-14 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

12 Scientists have concluded from the data that chimps can change their behaviour when necessary.
13 The male chimps commanded the female chimps to line up.
14 Chimps line up in the same way when they go across other kinds of dangerous ground.

3 Thinking about the IELTS Practice Test

1 Which of these kinds of tasks did you do in the practice test: *multiple choice, diagram label completion, sentence completion, identifying information, matching information, flow-chart completion*?

2 Write the task names at the top of the columns in this table then answer the questions by ticking the correct column.

	Task 1	Task 2	Task 3
Which task required skimming?			
Which task required reading for detail?			
In which task did you only need to read parts of the text?			
In which task did you need to check if the text contained no information on a particular point?			
In which task did you need to look for key words from the questions?			

3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 Para. 2
2 Para 8
3 A and I
4 the fifth paragraph
5
6 video footage/video clips
7 rodes
8 the beginning and the end
9 females/female chimp
10 around the middle of
11 time/hours
12 I think it is true
13 ANSWER NOT GIVEN
14

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

4 What do you know about IELTS?

1 What do you now know about IELTS Reading? Answer these questions.

1 How many questions are there in IELTS Reading?
2 How many reading passages are there in IELTS Reading?
3 Does the module give you any guidance about time?
4 Do you need to read the same way for each kind of task?
5 Do you need to read each part of each passage in detail?
6 What are you going to do to prepare yourself for IELTS Reading?

2 Use this unit to extend your vocabulary. Find at least 10 new words in the unit. Find out their meaning and write them in your vocabulary record.

4 Population

IELTS Paper focus:	Writing (Academic)
Vocabulary focus:	Words/Phrases about population, collocations, time phrases, number expressions
Skills focus:	Organising and linking ideas
Grammar focus:	Adjectives and adverbs, comparative adjectives and adverbs
Exam focus:	Writing Paper (Academic) Task 1 Describing facts and figures in graphs, tables, etc.

VOCABULARY FOCUS

1 Look at the different ways of presenting data below. Match a name to each type of data presentation.

pie chart | bar chart | illustration | table | line graph

A



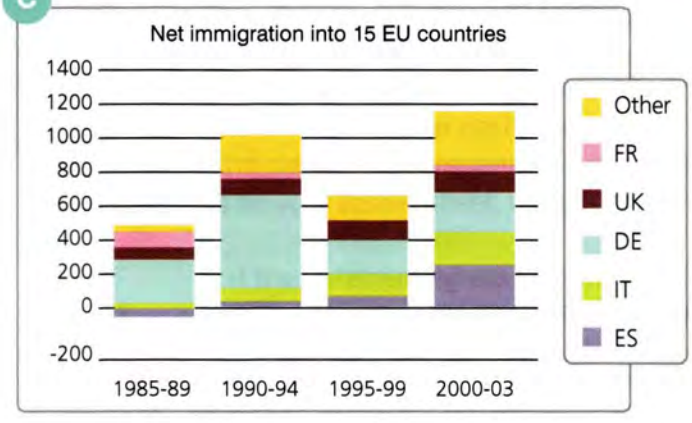
10 Most Populous Countries

B

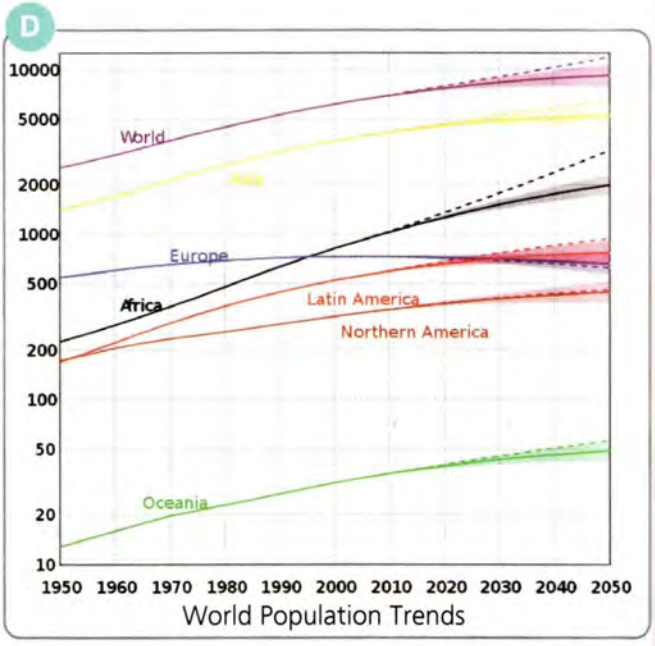
Region	1950	1999	2050	2150
World	2,521	5,978	8,909	9,746
Africa	221	767	1,766	2,308
Asia	1,402	3,634	5,268	5,561
Europe	517	729	628	547

World Population by Region

C



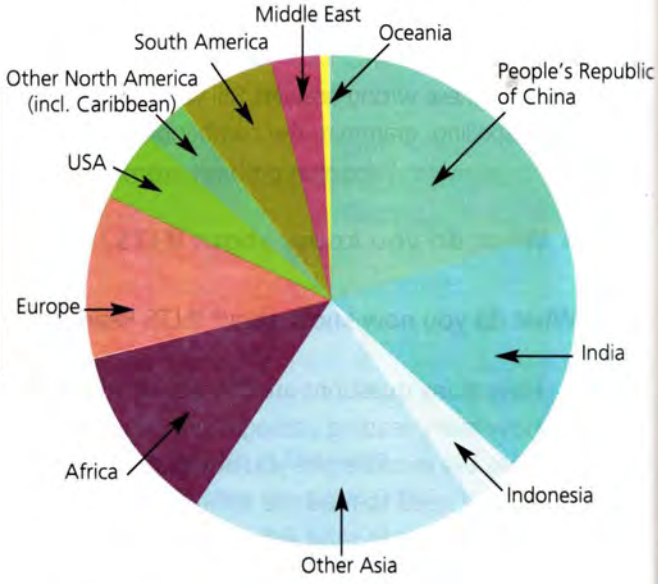
D



World Population Trends

E

Distribution of World Population in 2005

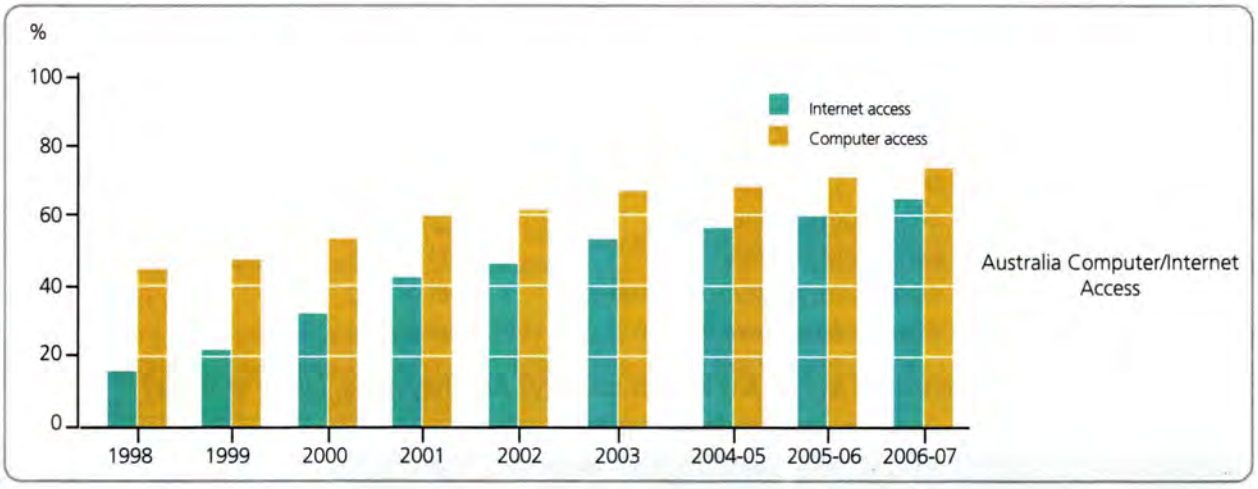


2 Discuss these questions with another student.

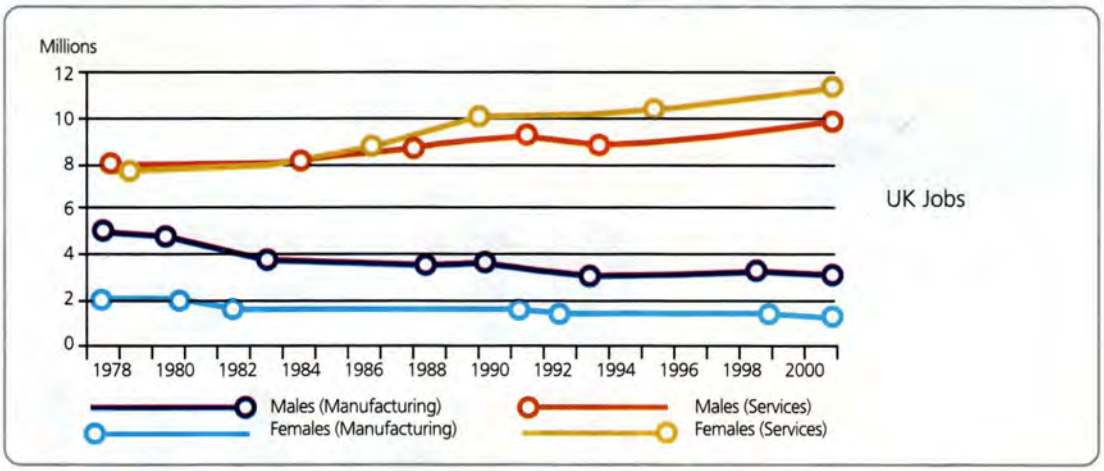
a What does each graph/table, etc., show?
b What figures/information do they show about your country/area?
c What are the main trends in world population?

3 **Look at these two types of charts.**

Bar charts show numbers/percentages for different categories (years/countries/age groups, etc).



Line graphs show the relationship between two things e.g. time and number.



Use the language in the collocation boxes to tell another student about the information in the graphs/ charts.

There was a	steady sharp dramatic slight significant	rise/increase fall/drop	in the numbers/ figures

The numbers/figures	grew fell peaked remained stable started to fall/decline rose/increased

Now write eight of your observations about the data. Compare these with the observations of another student.

Graphs, tables and charts usually present information about ***time***: dates, periods, etc. and ***numbers***: figures, percentages, etc.

4 Here are different kinds of statistics connected with the development of a country. Complete the term that describes each one.

1	number of people born	b _ _ _ h rate
2	amount of money people earn	level of in _ _ m _
3	how long on average people live	life exp _ _ _ _ _ cy
4	how many people can read	level of lit _ _ acy
5	amount of criminal activity	cr _ _ _ rate
6	number of people dying	d _ _ _ _ rate
7	number of people getting married	m _ _ _ _ _ _ e rate
8	number of people out of work	level of un _ _ _ _ _ _ ment
9	number of people moving to/from a country	level of mig _ _ _ _ _ n
10	amount of money people owe to banks	level of d _ _ t

Are these levels/rates *high* or *low* in your country? Are they *rising*, *falling* or *stable*?











5 As you go through the rest of this unit underline and *keep a record of* all the ***time*** phrases and ***number*** expressions you meet. You will be asked to compare these with another student at the end.

Time	Number
in 2004	*reached 60%*

SKILLS FOCUS: Organising and linking ideas

1 Look at these sentences about the data in the graph and bar chart below. One statement is wrong (inaccurate) in each case. Find this statement and cross it out.

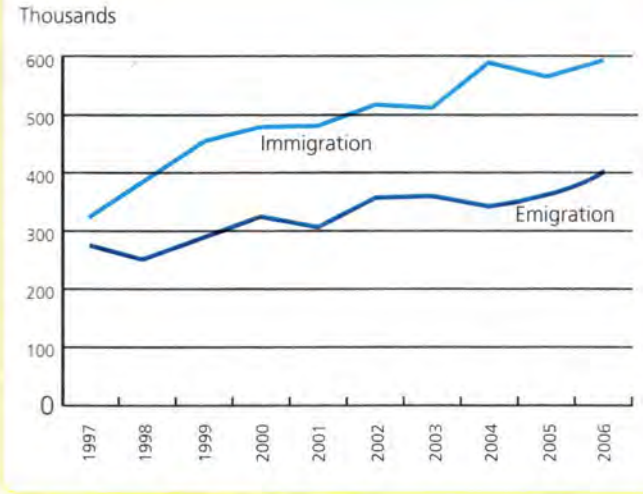
Immigration/Emigration graph

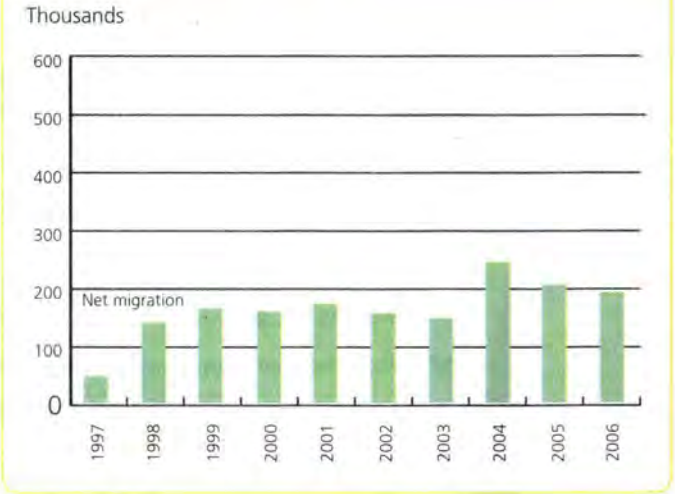
- The number of immigrants coming to the UK in 2006 was almost double the figure in 1997.
- Between 1997 and 2006, the number of immigrants coming to the UK increased in most years.
- There were several years between 1997 and 2006 when the number of emigrants fell.
- Immigration numbers fell back slightly in 2005 after a big increase in 2004.
- The figures for emigration between 1997 and 2006 remained more or less stable.
- Overall figures for emigration from the UK between 1997 and 2006 show a significant increase.

Net migration bar chart

- Net migration remained more or less stable between 1999 and 2002.
- Between 2004 and 2006 emigration numbers increased more than immigration numbers.
- The least amount of people migrated to/from the UK in 1997.
- By 2006, the migration figure was significantly lower than the peak of 2004.
- In 2006, the migration figure was roughly four times as high as in 1997.

Migration
Total International Migration to/from the UK 1997-2006





2 Look at these sentences which describe the bar chart & line graph above. Make the sentences into a paragraph by:

a deciding on a logical order for the sentences.

b deciding on the best place to put in these words to link ideas: *however, this was because*.

1 Between 2004 and 2006, emigration numbers increased more than immigration numbers.
2 The highest difference between immigration and emigration figures was in 2004.
3 By 2006, the migration figure was significantly lower than the peak of 2004.
4 In 2006, the migration figure was roughly four times as high as in 1997.

3 Now look at these sentences which describe the immigration/emigration graph. Make the sentences into a paragraph by:

a deciding on a logical order for the sentences.
b adding these words to link ideas: *also, however, in fact, the main exception to this was that.*

1 The number of immigrants coming to the UK in 2006 was almost double the figure in 1997.
2 Between 1997 and 2006, the number of immigrants coming to the UK increased in most years.
3 There were several years between 1997 and 2006 when the number of emigrants fell.
4 Immigration numbers fell back slightly in 2005 after a big increase in 2004.
5 Overall figures for emigration from the UK between 1997 and 2006 show a significant increase.

Linking ideas

In writing, one of the most common ways of *linking ideas* is by using *reference words* (i.e. words that replace other words used before them).

4 Complete each gap with one of the words in the box. Use arrows and the table on the next page to work out what each gap refers to in the text, as in the example.

its	these	it	such	this

The graph shows the numbers of migrants arriving in and leaving the UK between 1997 and 2006. **1)** *It* **also** shows the difference between **2)** figures each year.

Between 1997 and 2006, the number of immigrants coming to the UK generally increased from year to year – only 2003 and 2005 were exceptions to **3)** The number of emigrants from the UK between **4)** years **also** increased, **but** the pattern of **5)** increase was less even.

There was not **6)** a clear trend, **however**, in the figures for migration (the difference between immigration and emigration) in the same period. Migration was at **7)** lowest in 1997 and at **8)** highest in 2004, but between **9)** years **10)** regularly rose and fell.

On the whole, figures for both immigration and emigration rose dramatically between 1997 and 2006. The difference between **11)** figures, **however**, in both 2005 and 2006 was a lot smaller. **12)** change in total migration was due to emigration increasing more quickly than immigration.

gap 3 refers to	*... generally increased each year*
gap 4 refers to	*Between 1997 and 2006*
gap 5 refers to	*The number of emigrants from the UK ... also increased*
gap 6 refers to	[the trend described in the previous paragraph]
gap 7 refers to	*Migration*
gap 8 refers to	*Migration*
gap 9 refers to	*1997 and 2004*
gap 10 refers to	*Migration*
gap 11 refers to	*figures for immigration and emigration*
gap 12 refers to	*The difference ... in 2005 and 2006 was a lot smaller.*

5 **Look at the linking words in bold in the text. Choose a word/phrase you could use to replace each one.**

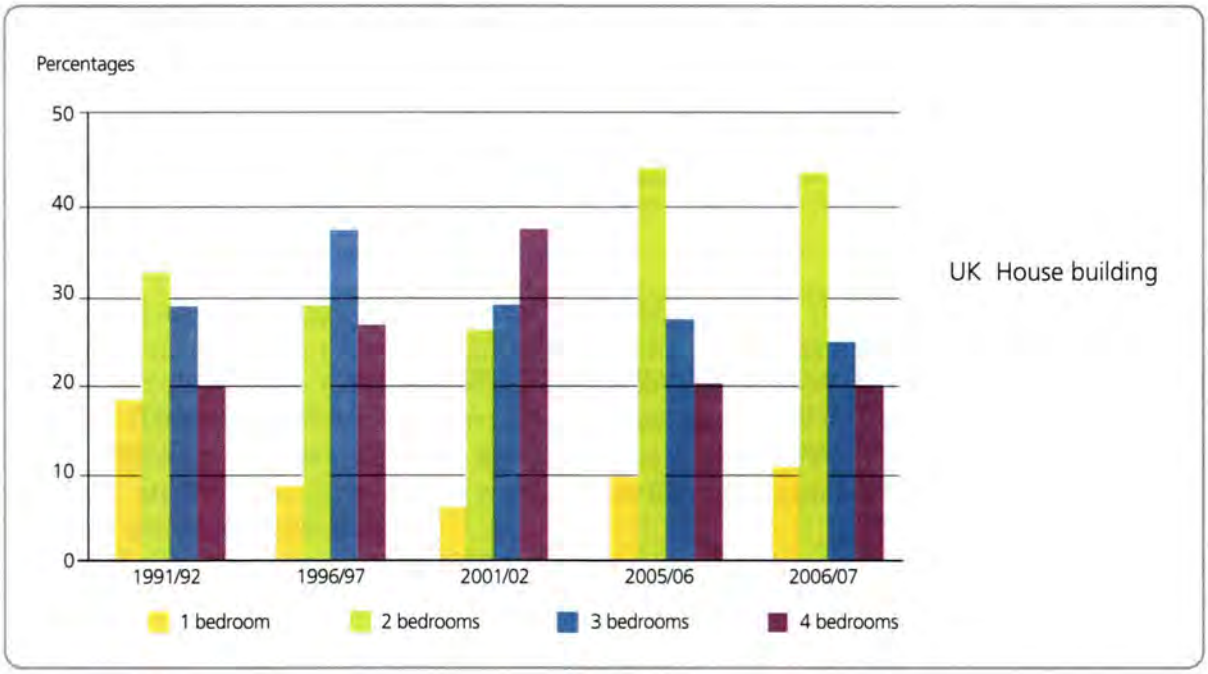
although	though	as well	however	too

Do you have to change the sentence word order if you use any of these words?

6 **Look at the report on UK migration in Ex. 4. It is divided into four parts.**

1 Saying what the graph generally shows
2 Details about the first main trend shown in the data: immigration and emigration rising
3 Details about the second main trend shown in the data: migration (up and down)
4 Summary of the most significant/recent data/trends: *e.g. overall/main trend*

7 **Now talk about the main trends in the bar chart below following the structure outlined in Ex. 6. Then write a short text of at least 150 words.**



GRAMMAR FOCUS: Adjectives and adverbs, comparative adjectives and adverbs

GR pp. 203-202

1 Look at the tables and complete the key points below each one.

	ADJECTIVE	ADVERB
regular	e.g. quick, slow, sharp, easy, dramatic, steady *There was a **sharp** rise.*	e.g. quickly, slowly, sharply, easily, steadily, dramatically *Prices rose **sharply**.*
same form	e.g. fast, long, hard, far *China is developing at a **fast** pace.* *He didn't have a **long** wait.*	e.g. fast, long, hard, far *China is developing **fast**.* *He didn't have to wait **long**.*
Irregular	e.g. good *That was a **good** choice.*	e.g. well *You chose **well**.*

The adverb form of most regular adjectives is formed by adding
Adjectives ending in **-y** or **-ic** change their spelling to make adverbs as follows:
A few adjectives have exactly the adverb form.
Good has an adverb form.

	Adjective	Comparative adjectives	Comparative adverbs
regular	e.g. short, easy, quick, slow	easier, quicker, slower, sharper steadier There was a steadier fall in 2001.	more quickly, more sharply, more steadily, more easily, more slowly, more dramatically, more significantly
	e.g. dramatic, significant	more dramatic/significant The change in 2004 was more dramatic.	Numbers fell more significantly in 1998.
same form for adjectives and adverbs		faster, harder, longer *The recovery period was **longer**.*	faster, harder, longer *Prices took **longer** to recover.*
irregular	e.g. good, bad, far	better, worse, further *There was a **further** drop in 2004.*	better, worse, further *Prices fell **further** in 2004.*

To make the comparative of shorter adjectives (one syllable) add **-er** to the base form.
With longer adjectives use
All **-ly** adverbs are used with **more** in the comparative adverb form.
A few comparative adjectives have the comparative adverb form.
Irregular comparative adjectives have the comparative adverb form.

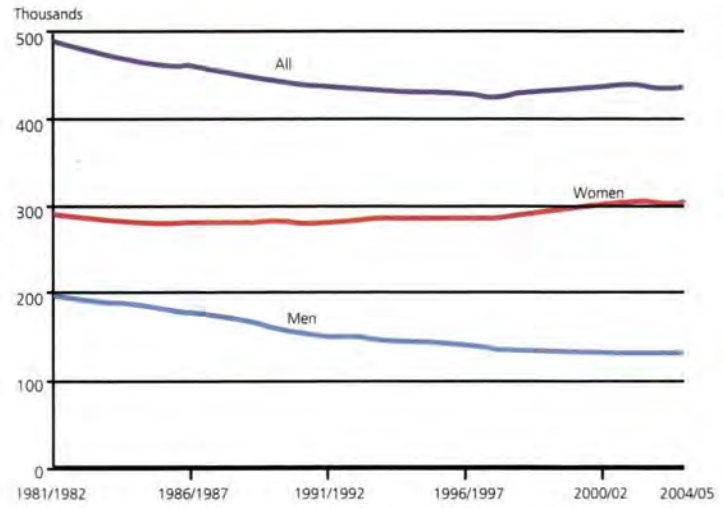
2 Complete each gap with the correct form of the word: *adjective/adverb, comparative adjective/adverb.*

1 House prices fell in 2006 than in 2008. **(sharp)**
2 The increase between 1995 and 2000 was much **(small)**
3 There was a much fall in tourist numbers in 2005 than in any year before. **(dramatic)**
4 People are not only travelling more, they are also travelling **(far)**
5 The birth rate remained between 1980 and 1995. **(stable)**
6 Numbers continued to fall in 1997 – though less **(sharp)**
7 The figure was higher in Australia that year. **(significant)**
8 There was a increase in prices in 2003. **(far)**
9 There was a much increase in Europe in the same period. **(steady)**
10 The figures for the two countries were only different. **(slight)**

3 In which sentences in Ex. 2 is an *adverb* used:

- after a verb?
- before an adjective?

4 Look at this report written by a student on the data in the line graph. The bolded parts of the report show errors in grammar. Work with another student to correct each error.



UK Teacher Numbers

Between 1981 and 1997, the number of teachers in the UK dropped **1) sharp**. The most **2) significantly** fall was in the number of male teachers which fell **3) steady** from 200,000 in 1981 to about 130,000 in 1998. Although the number of woman teachers also **4) slow** declined until about 1985, by 1997 numbers had recovered to the **5) previously** level – just under 300 thousand.
From 1998 to 2005, there was a **6) more far** drop in the number of male teachers but at a much **7) more slowly** rate. Numbers of women rose **8) more quicker**, however, so overall teacher numbers grew during this time.
The graph shows **9) clear** that in 2005 there was a much **10) more big** difference between numbers of male and female teachers than in 1985.

5 **Choose a word from the box for each gap. Then decide which form of the word: *adjective, adverb, comparative adjective* or *comparative adverb* best fits the gap.**

good (x2)	favourable (x2)	soon	expensive	dramatic	serious
near	high	main	recent	happy	significant

RECORD NUMBERS EMIGRATE

More British people than ever before say they could **1)** swap life in the UK for life in another country. The number of people planning to emigrate has risen **2)**, almost doubling in three years.

13% of people asked said they wanted to emigrate in the **3)** future compared to 7% in 2003. Among young people the figure is even **4)** with a quarter of 18 to 25 year-olds saying that they would move abroad as **5)** as they could.

The top reason for wanting to move was to have a **6)** quality of life. Despite Britain experiencing **7)** weather **8)**, many still believe the weather to be much **9)** here than in other countries. Also, almost a quarter of people in the survey think that Britain is too **10)**

The **11)** reason preventing Britons moving abroad is their family. Only one in five people, however, compared Britain **12)** with other countries, saying they liked it too much to leave.

Overall the majority of people who responded to the survey, 54%, said they are thinking **13)** about emigrating today than in the past. This figure is **14)** higher than even four years ago.

6 **Choose the comparative form in sentences 1-8 that best matches the data in the tables.**

1 The rate of population growth in table **A** is *half/double/three times* that of **B**.
2 In 2000, *twice/three times* as many people lived in cities in **B** compared to **A**.
3 On average in **A**, *more than/just under* 2% of the population move to cities every 5 years.
4 In **B**, the number of people moving to cities is slightly *higher/lower* every 5 years.
5 Trends in urban population growth are *similar/very different* in **A** and **B**.
6 Compared to 2000, the urban population in **A** will be *significantly/slightly* higher by 2020.
7 By 2020, *more/just less* than one in three will live in cities in **A.**
8 The percentage of population living in rural areas is declining just as *steadily/dramatically* in **A** as in **B.**

TABLE A Less developed regions
Percentage urban (%) 2000-2020

Year	Percentage urban
2000	24.7
2005	26.7
2010	29.0
2015	31.6
2020	34.4

TABLE B More developed regions
Percentage urban (%) 2000-2020

Year	Percentage urban
2000	73.2
2005	74.1
2010	75.2
2015	76.4
2020	77.8

EXAM FOCUS: IELTS Writing Paper (Academic) Task 1
Describing facts and figures in graphs, tables, etc.

1 Tips for IELTS

1 On the next page there is a practice test for Writing Task 1. Here are some tips to help you do well in this paper. Rank the tips according to which one you need to think about most. Discuss your decisions with another student.

Test Tips

- Draft a short four-part plan (remember the model on page 47) before you start writing.
- Remember to use your time in the test correctly. You are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2 as Task 2 carries more marks. Both tasks must be completed in one hour.
- Candidates lose marks if they do not keep to the question. Report what the data in the table/chart shows. Do **NOT** speculate about knowledge you might have about the data.
- Look at the visual information carefully. Consider:
 - what information is most important.
 - what general trends it shows.
 - how the data is organised.
- Use your own words to begin your answer rather than copying the exact words from the Question Paper.
- Make time to read your writing through at the end. Check for mistakes in:
 - spelling
 - punctuation
 - common grammar endings
 - sentence formation

Preparation Tips

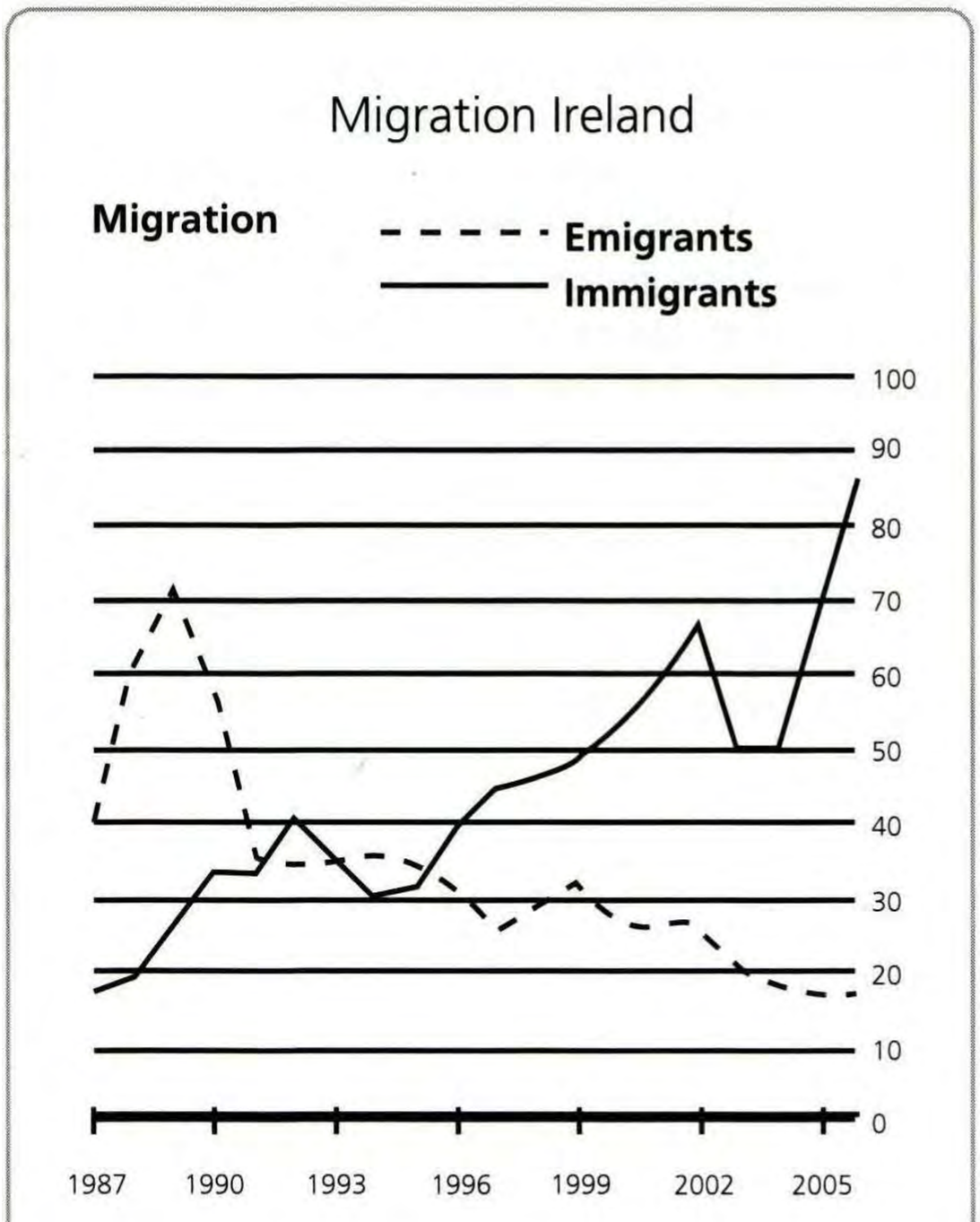
- Keep a record of all the Task 1 pieces of writing you do together with the chart/table/graph they were about. It is useful to look back at these when you do other pieces of writing.
- Find, through sources such as the Internet, examples of short descriptions of information in tables/graphs/charts and highlight useful language. An excellent site for this is: www.statistics.gov.uk
- Extend the record of time and number expressions that you began in the vocabulary section on page 44. The input you have to respond to in Task 1 will usually relate to time (e.g. dates) and numbers (e.g. figures/percentages).

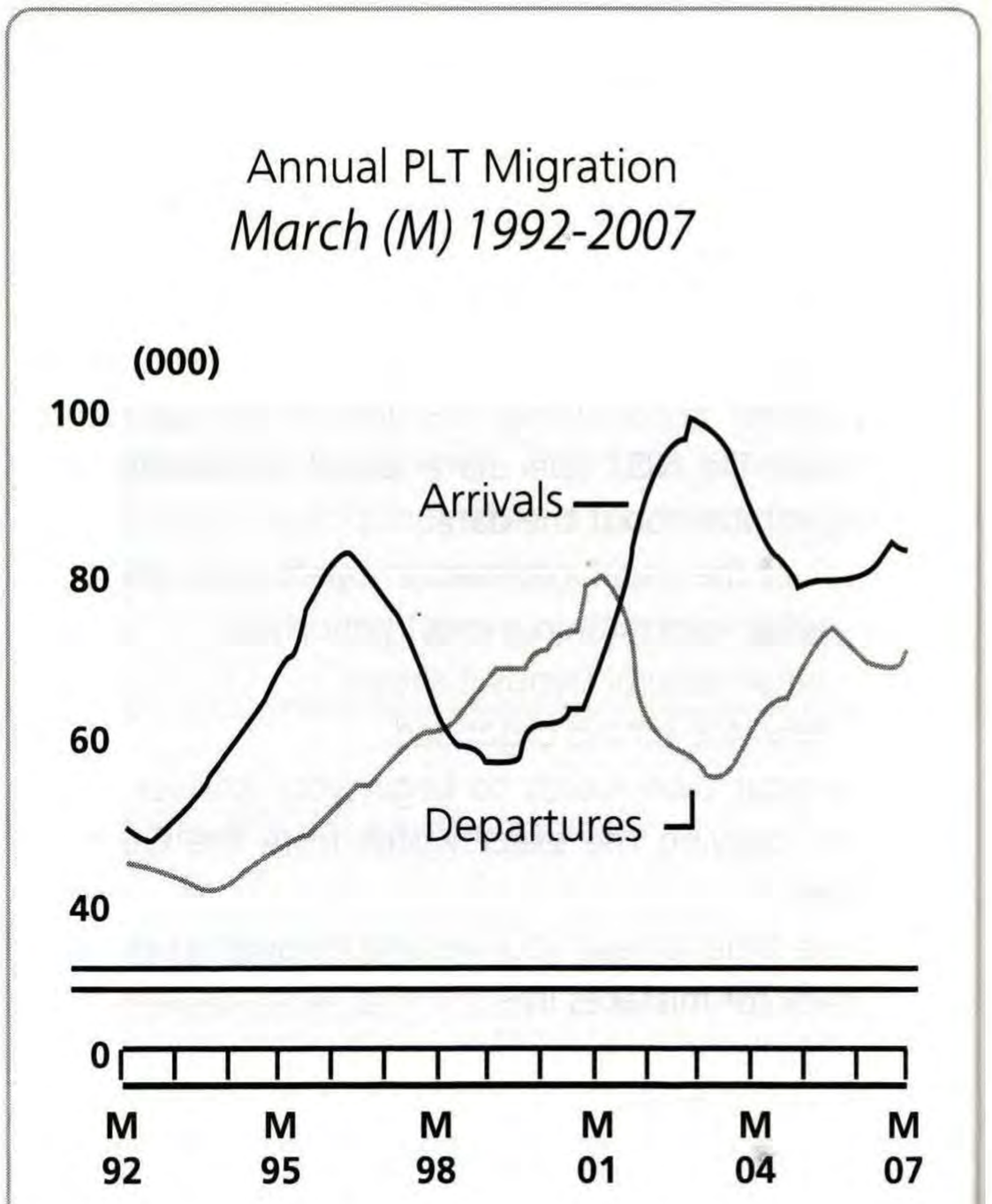
1 You should spend about 20 minutes on this task.

The graphs below show the number of people migrating to and from Ireland and New Zealand over a similar period.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

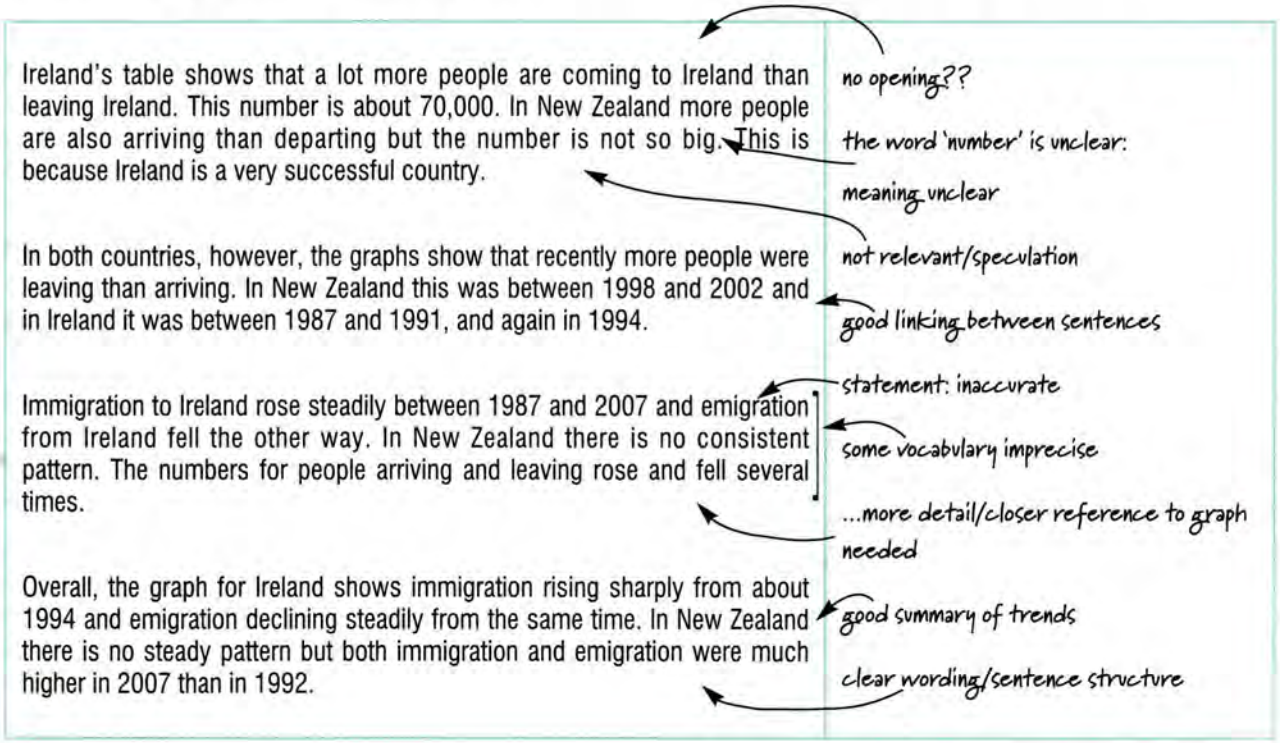
Write at least 150 words.





3 Thinking about the IELTS Practice Test

1 Look at a student's answer to the practice task and, with another student, discuss the marker's comments on it. What do you think could be improved?



2 When marking Task 1, markers will consider four things:

1 **Task Achievement:** Does the writer keep to the task?
2 **Coherence and cohesion:** Is the writing well-organised and clear?
3 **Lexical resource:** Is there a good use of words/phrases?
4 **Grammatical range and accuracy:** Is there a good range and accurate use of structures?

Look again at the marker's comments. Label them 1, 2, 3 or 4 according to what each comment is about.

4 What do you know about IELTS?

1 What do you now know about IELTS Writing Task 1? Answer these questions.

1 How long should you spend on Writing Task 1?
2 Which of these things are you expected to do?
 a compare data in graph/charts and comment on significant points
 b try to explain (give reasons for) data
3 Are you given a choice of Task 1 questions?
4 What is the minimum number of words you need to write in Task 1?
5 What else does the examiner mark apart from *lexical resource,* and *grammatical range and accuracy*?
6 How full is your *time/number vocabulary* list from the vocabulary section of this unit? In what other ways are you going to prepare for Writing Task 1?

Units 1-4 Revision and Exam Practice

SPEAKING PART 1

1 **Work with another student. Take it in turns to ask each other these groups of questions.**

Work/Study

Let's talk about what you do ...

- Are you a student or do you work?
- What sort of job/course do you do?
- What do like most about what you do/study?
- How much time do you spend at a computer?
- How did you find out about your job/course?

Family

Now let's talk about your family ...

- Where is your family home?
- How many family members do you live with?
- Do you eat together as a family every day?
- How often do you see other relatives?
- Tell me about the oldest person in your family.

Travel

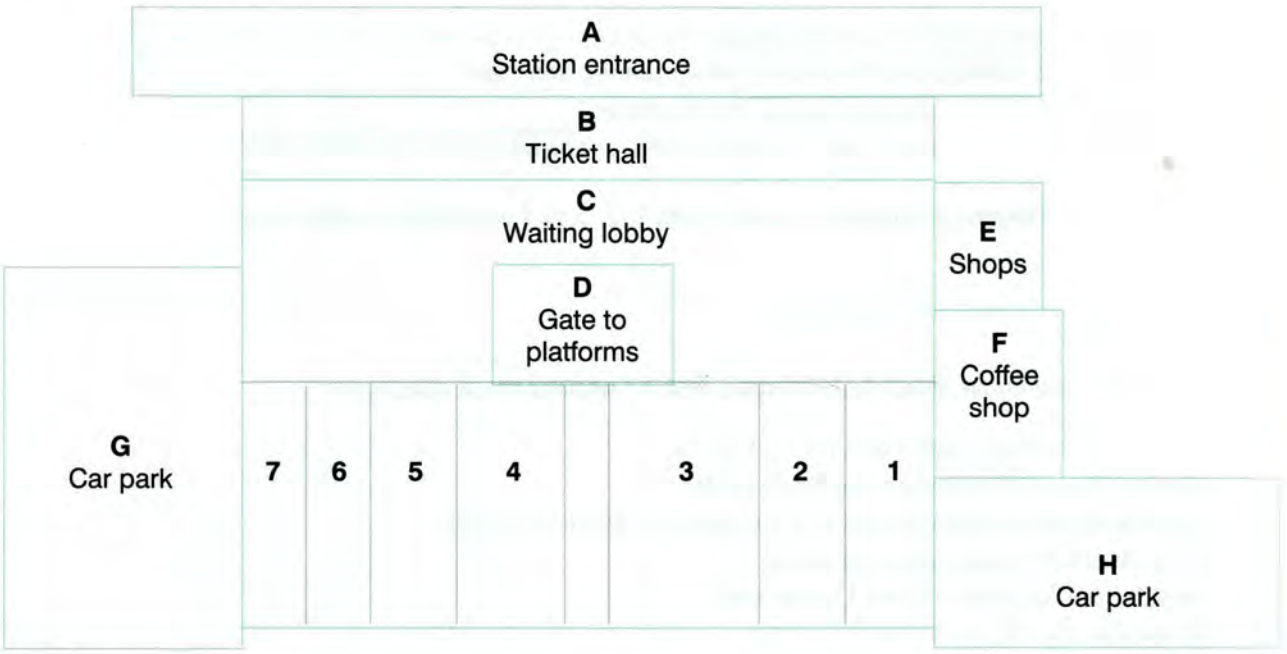
Let's talk about travelling now ...

- Have you been to many other countries?
- Tell me about your last trip abroad/long journey.
- Do you prefer travelling by bus or by train?
- At what time of the year do usually go on holiday?
- What places in your country do travellers visit most?

LISTENING SECTION 1

Questions 1-2

Label the diagram below. Write the correct letter (A-H) next to Questions 1 and 2.



e.g. *Tom went to buy his ticket in* *B*

1 John's coach was waiting at

2 John met Tom at

Questions 3-5

Choose the correct letter, A, B or C.

3 The coach
- A didn't reach the motorway.
- B couldn't move on the motorway.
- C needed to avoid the motorway.

4 They waited at Uckford station for
- A 1 hour.
- B 2 hours.
- C 3 hours.

5 John had left his rucksack
- A on the coach.
- B in a phone box.
- C in a café.

Question 6

Choose TWO letters, A-F.

6 John's rucksack contained
- A food.
- B his mobile.
- C his address book.
- D his money.
- E his wallet.
- F his keys.

Questions 7-10

Complete the table below.
Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

John's rucksack

Colour	Distinguishing features	Contents of outside pocket
7) with green 8)	little 9) hanging on a key ring	a 10)

READING (ACADEMIC) – PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on the reading passage.

Questions 1-5

The reading passage has nine paragraphs, **A-I**. Which paragraph contains the following information? Write the correct letter **(A-I)** in boxes 1-5 on your answer sheet.

1 How checking emails can threaten people's mental health
2 The findings giving statistical information about people's reactions to emails arriving
3 What kinds of work suffer most from email interruption
4 Details on who the participants in the survey were
5 People don't realise how often they check their emails

Email stress – the new office workers' disease

A Workers are suffering from the growing problem of 'email stress' as they struggle to cope with an unending tide of messages, new research reveals. Employees are becoming tired, frustrated and unproductive from constantly monitoring the electronic messages that keep interrupting them as they try to concentrate on their work. The team of academics who carried out the research recommends that staff check their messages just a few times a day to reduce stress levels, safeguard their health and stop feeling 'invaded' by emails.

B Computer scientist Karen Renaud of Glasgow University, with psychologist Judith Ramsay of Paisley University and her colleague Mario Hair, a statistician, surveyed 177 people, mainly academics and those involved in creative jobs, to see how they dealt with emails received at work.

C They found that 37 percent of workers felt stressed by the sheer number of emails and the obligation to respond to them quickly. A further 28 percent were 'driven' because they saw them as a source of pressure. They characterised just 38 percent as 'relaxed' because they did not reply until a day or even a week later.

D They also found that employees working on a computer typically switched applications to view their emails as many as 30 or 40 times an hour, for anything from a few seconds to a minute. While half the participants said they checked more than once an hour and 35 percent said they did so every 15 minutes, monitoring software fitted to their machines for the experiment showed it was more often. 'This indicates the astonishing extent to which email is embedded in our day to day lives,' they write.

E They uncovered 'evidence of pressure: respondents generally felt they had to respond more quickly to emails to meet the expectations of senders. Females, in particular, tended to feel more pressure to respond than males. Many individuals seem to feel pressured by email and feel this pressure negatively as stress.'

F Renaud said: 'Email is the thing that now causes us the most problems in our working lives. It's an amazing tool but it's got out of hand. Email bothers you. You want to know what's in there, especially if it's from a family member or friend, or your boss, so you break off what you're doing to read the email.'

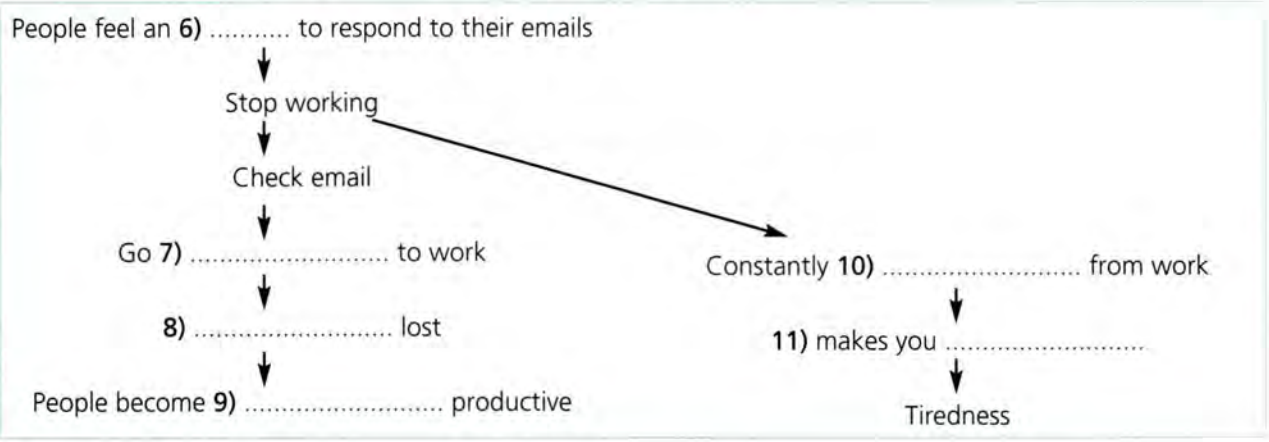
G 'The problem is that when you go back to what you were doing, you've lost your chain of thought and, of course, you are less productive. People's brains get tired from breaking off from something every few minutes to check emails. The more distracted you are at work, the more likely you are to be more tired and less productive.'

H Workers in creative occupations or jobs involving periods of concentration focusing on getting an important project finished – such as academics, writers, architects and journalists – were likely to be worse affected, she said, while those in call centres for whom constant emails were integral to their work would not have the same problem.

I Email senders at work should never press other employees, especially those they supervise, to respond to their emails as they would to a phone call, the researchers suggest. Recipients should not constantly monitor their emails 'since this will negatively affect all other work activities', and should instead set aside dedicated email reading times to catch up on their messages.

Questions 6-11

Complete the flow chart below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 6-11 on your answer sheet.



Questions 12-14

Do the following statements agree with the information given in the reading passage?
In boxes 12-14 on your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

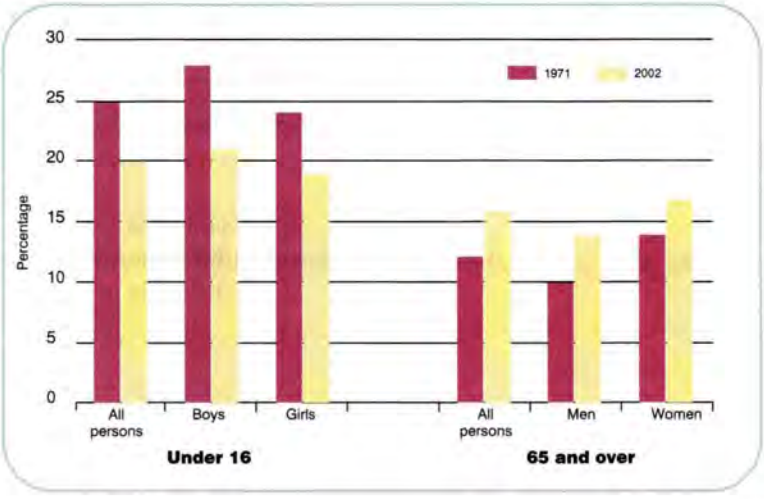
12 Bosses are recommended not to encourage staff to reply quickly to emails.
13 The researchers installed cameras on workers' computers.
14 The members of the research team were all psychologists.

WRITING (ACADEMIC) TASK 1

1 You should spend about 20 minutes on this task.

The bar graph below gives information on the number of children and older people as a percentage of the population in two different years, 1971 and 2002. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

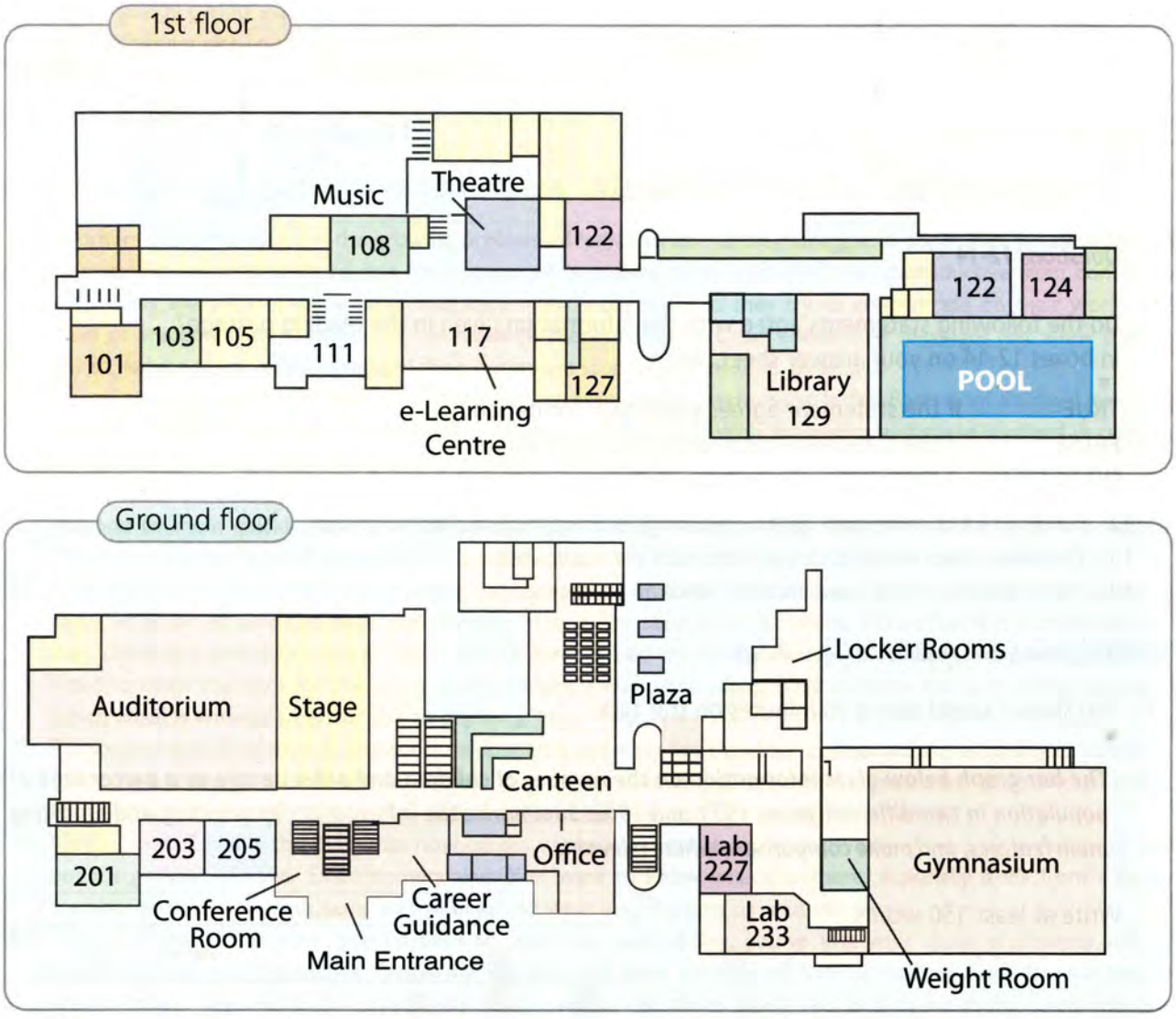


5 Education

IELTS Paper focus:	Speaking
Vocabulary focus:	Words/Phrases about education, word stress, collocations, frequently confused words
Skills focus:	Speaking from notes
Grammar focus:	Narrative tenses: Past Simple/Continuous, Past Perfect, *used to*
Exam focus:	Speaking Test Part 2 Long turn

VOCABULARY FOCUS

1 Look at this floor plan of a secondary school. Find five things that are similar to and five things that are different from the school you go/went to. Tell another student. Use the phrases in the box below.



It's similar to ...
It's different from ...
It's the same as ...

2 Discuss with another student in which area of the school you would be most likely to find these people/ things. Refer to the floor plan in Ex. 1.

noticeboards	career counsellors	attendance registers	photocopiers
whiteboards	reference sections	stage lighting	test tubes
exercise machines	work stations	changing rooms	vending machines

3 The words above are compound words – words made from two words. Mark the word/part of the word which you think has the main stress.

Now listen and see if you were correct.

4 Which verb would you typically use with the words/phrases below to describe these educational activities?

DO	PLAY	GO	GO ON	ATTEND

1 trips
2 experiments
3 volleyball
4 lectures
5 team practice
6 camping
7 exchange programmes
8 after-school clubs
9 computer studies
10 gymnastics
11 charity work
12 sport
13 musical instruments
14 extra lessons

Put a tick (✓) by those activities that *are/were* part of your school life and an (✗) by those that *are/were not*. Tell another student why.

5 Discuss with another student the difference between the two sets of words frequently confused, **A** and **B**.

	A	B
1	lecturer	tutor
2	teacher	instructor
3	lesson	subject
4	test	exam
5	sit an exam	pass an exam
6	mark	grade
7	course	syllabus
8	homework	revision
9	college	campus
10	diploma	degree

6 Tell another student about two *positive* and two *negative* educational experiences (courses, trips, exams, etc.) that you have had.

SKILLS FOCUS: Speaking from notes

1 Students have been asked to give a short talk on a school they previously attended and what they remember/liked most about it. Look at the notes below that two students (A and B) made. Discuss who has made the best notes. Say why.

Student A

Describe school

inside / outside \

What I liked most were lunches in the summer when ~~there was~~ the weather was good and I sat outside with ~~some~~ my friends.

Student B

Background
- primary: 5-11
- location/size/classrooms
- teachers: mixture

Remember (loved)
- PE lessons/playtimes (outside)
- first computer

Remember (hated)
- school lunch

When making notes to use as prompts for speaking, there are a number of key things to remember:

- Clearly divide your notes into **sections** e.g. background/main points.
- Use clear **headings**.
- Use **bullet points** or **dashes** beneath headings.
- Use **single words** or **two word phrases** as prompts – nothing longer.
- **Avoid** writing out **sentences**. If you write sentences, you will have to read them out.
- Use **visuals/symbols** (arrows, plus/minus signs, etc.) to make connections between things.

2 Use the advice above to complete these notes for a two minute talk on the topic:

My favourite subject at school and why it is important to me.

Background: my schools
- primary
- secondary

Favourite subject

Using your notes, give your short talk to another student. While they are listening to you, they write down three things that they would like more information on from your talk. They then tell you the three things and you give more information.

Expanding

Part 2 of the IELTS Speaking test is the part of the test where you have ***a long turn***: the chance to speak uninterrupted for between one and two minutes.
When we talk to an audience in this way, there are a number of things that we typically do to give more information about the things we mention. We use these functions: *Comparing, Explaining, Giving Opinions, Clarifying, Speculating, Giving Examples*

3 Complete the table below with the functions from Ex. 2.

Function	Language
	That's why ... That's what happens when ... The reason was that ... You see ...
	For instance, ... Another example ...
	I'd say that ... Personally, ... I don't think ...
	It's like ... It's very different from ... It's similar to ...
	What I mean is that ... Basically, ...
	I suppose ... Maybe you ...

4 Look at these statements about school and education. Choose three that you agree with.

1 Everyone should go to school until they're 18.
2 My primary school days were the happiest of my life.
3 Strict schools are the best schools.
4 Good teachers make good schools.
5 Some children should do practical rather than academic subjects.
6 Everyone should learn a foreign language.
7 The food in my school canteen was terrible.
8 School uniforms are a good idea for many reasons.

Now make short notes on each of the three statements, as in the example.

e.g. *The food in my school canteen was terrible.*
– cold – no choice – smell!

5 Work with another student. Take turns to talk about each of your subjects for about a minute. After you finish speaking on each subject, the student listening to you will say one of the following prompts:

COMPARE	EXPLAIN	CLARIFY	SPECULATE	EXAMPLE	OPINION

Use the prompt to say a little more about your subject.

Listen to the examples on the recording before you begin.

6 Make notes on the topic in the Task Card. Before you begin, write out each of these prompt words on separate pieces of paper.

COMPARE	EXPLAIN	CLARIFY
SPECULATE	EXAMPLE	OPINION

Work with another student. Take turns to speak for about 2 minutes. As you speak, use the prompts to help you expand on what you say. Turn each prompt over as you use it.

Task Card

Describe a school trip that you once went on. You should talk about:

- the type of trip
- who you went with
- what you did

and say why you remember it.

GRAMMAR FOCUS: Narrative tenses: Past simple/continuous, past perfect, *used to*

GR pp. 204-205

1 Read the story about a college exam below and complete the table.

It was June and a group of four college students **were approaching** their final exams. On the night before their last exam, instead of revising they **decided** to hold a party in the house they **were renting** off-campus. When they **woke up** late the next morning, they quickly **agreed** to a plan and **made** their way to campus. As their classmates **were preparing** to leave the exam room, they **rushed** in and **made** their excuses. With grease and dirt on their hands, they **told** their professor that they **had had** a flat tyre on the way and asked if they could retake the exam later.
The professor **said** that he was a reasonable man and **scheduled** the exam for the following week. Their plan **had worked** and they **had** also **gained** an extra week to revise.
They **studied** hard that week, making the most of their time. The day of the exam **arrived** and the confidence of all four was high. They **had** just **sat** down in the exam room when an administrative assistant **came** in and **told** them they would be taking the exam alone and they **had** to go to separate rooms. The first question on the paper, worth 5 marks, **was** easy. The second question was worth 95 marks. It simply **read**, "Which tyre?"

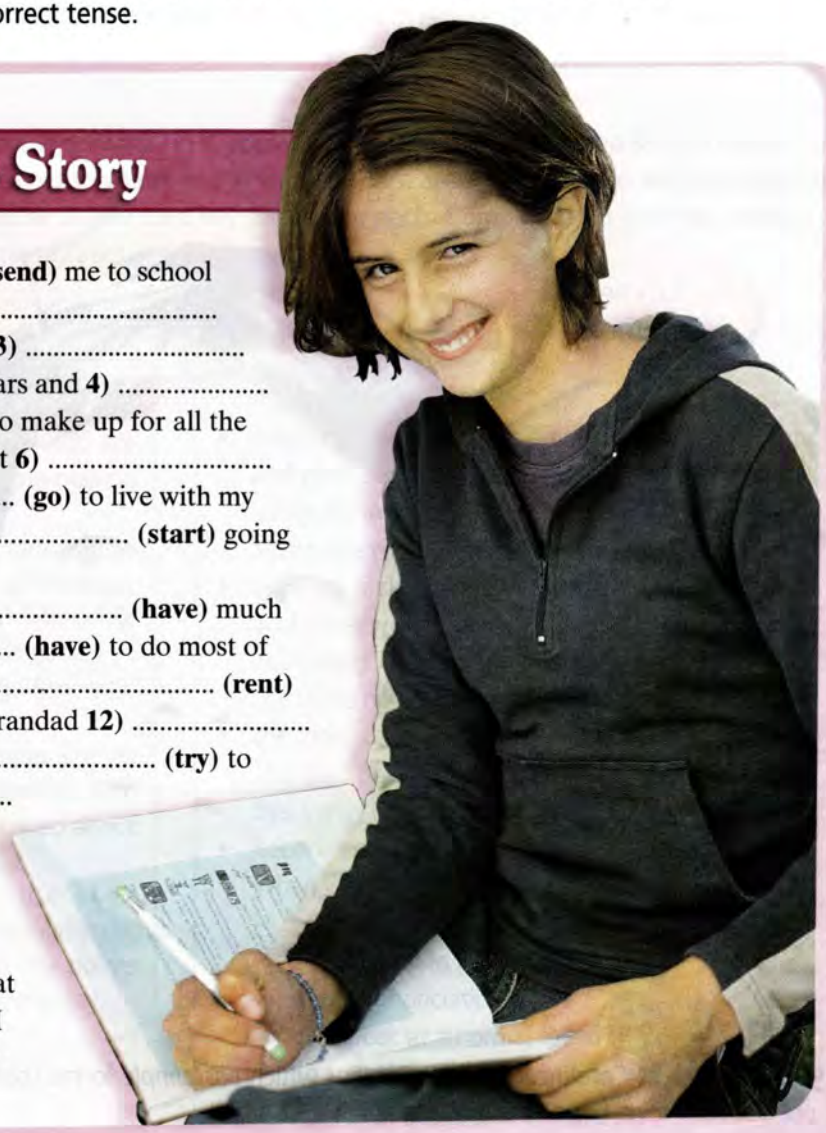
Complete the first column either with: *the past simple, the past continuous, the past perfect*. Find an example of each use of the tenses in the text.

	is used for	**longer/background actions.**
		interrupted past actions.
		the **next main action** in a story.
		a series of quick **successive past actions.**
		an **action just before** the next main action.
		actions occurring at an earlier point in the story.

2 Think of a funny story or something funny that has happened to you. Tell it using a past narrative structure. Make notes. In your notes think about what the background actions and the main events are. If you can't think of anything, work with another student and help them tell their story. Now tell your story to the whole class.

3 Look at this extract from a radio interview with a girl whose mother didn't send her to school. Put the verbs in brackets into the correct tense.

Caroline's Story



"My mum **1)** **(not/send)** me to school until the age of 10. Up until then I **2)** **(have)** lots of free time. However, I **3)** **(miss)** most of my primary school years and **4)** **(spend)** the next three years trying to make up for all the time I **5)** **(lose)**. It **6)** **(be)** only after I **7)** **(go)** to live with my grandparents that I really **8)** **(start)** going to school regularly.

Neither of them, though, **9)** **(have)** much education so, I **10)** **(have)** to do most of my homework on my own. They **11)** **(rent)** a very small flat at the time and my grandad **12)** **(always/watch)** TV while I **13)** **(try)** to read – which **14)** **(not/help)**. Things were tough but somehow I managed.

When I **15)** **(not/go)** to school, I **16)** **(not/know)** what I **17)** **(miss)**, but I think now I really appreciate what it means."

Used to
Used to is used to talk about repeated *events* and *actions* in the past: *My parents **used to** walk four miles to school each morning.* **Used to** is also used to talk about past states: *I **didn't use to** have such dark hair.* We often use it to compare *'before'* to *'now':* *I **used to** enjoy sport at my old school, but not at my new school – it's too competitive.*

USED TO		
Affirmative	Negative	Question
I **used to** do a lot of sports.	I **didn't use to** get so tired.	**Did/Didn't** you **use to** work there?

4 Which memories could you use *'used to'* to describe? Which ones must you use the *'past simple'* to describe? Now work with another student. Using the phrases below tell each other about your memories of primary school.



5 Look back at Caroline's story (Ex. 3). For which *past simple* forms could you substitute *used/didn't use to*?

6 Now tell another student about three things you *used to be, have, do, etc*. Explain why you don't do them anymore and when you stopped.

e.g. I ***used to*** *be quite a good runner and went running most weekends. I lost interest though when my coach left the school ...*

7 Work in groups of three. Agree on a true story that involves one person in your group. Discuss the story without writing anything down.

Divide the story up into 3 parts (beginning/middle/end) – one part for each of you to tell. First practise telling your story in your groups.

Now tell the story to the rest of the class. Each member of the group must tell their part as if the story happened to them (I, we, my, mine, etc). Think carefully about the tenses you use.

At the end of the story, the rest of the class can ask 3 questions to any member of the group (each must pretend it is their story) before students in the class have to guess whose story it really is.

EXAM FOCUS: IELTS Speaking Test Part 2 Long turn

1 Tips for IELTS

1 **In the next section, there is a Speaking test Part 2. In it you are given a task card and you should make notes on the points on it. Use these notes to speak in a long turn. Here are some tips that will help you to do well in this part of the test. Underline one or two key phrases in each. Compare with another student to see if you have underlined the same phrases.**

Test Tips

- Make good use of the note-making time you are given. Think and plan using effective note-making strategies.
- Your notes should be based on the task card you are given. Use the sub-points on the card as headings, then write one or two-word prompts as notes. Use the paper the examiner gives you for these notes.
- Remember to expand on the things you say: explain, compare, give examples, etc.
- Keep to the topic. If you run out of ideas just go back to your card/notes for another idea. You can also go back to a point you've already talked about and say something more.
- Some candidates choose not to use their preparation time and begin speaking immediately. This is usually a mistake. Noting down the points you want to talk about will give you more to say.

Preparation Tips

- Practise making effective notes on sample questions and practise speaking to yourself for 1 to 2 minutes using sample task cards and notes you've made. Make sure your notes give you enough to say.
- Listen to radio programmes, particularly chat shows and interviews, and note down some of the interesting language and ideas speakers say. Then use these notes to talk as if you were talking about the topic.
 The BBC podcast service is a very good source for this: www.bbc.co.uk/radio4/progs/listenagain
- Record yourself doing a Part 2 for two minutes. When you listen to the recording, ask yourself:
 - am I using a range of grammar and vocabulary and am I using it accurately?
 - is my pronunciation clear?
 - do I speak at a normal speed?
 - do I develop and extend ideas well?

 It is these things you are assessed on in the Speaking test.

2 IELTS Practice Test

1 **The examiner will begin Part 2 of the test as follows:**

Examiner: Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?

Then the examiner will give you some paper and a pencil for making notes and read the topic to you.

Examiner: I'd like you to describe a year at school that was very important to you. Here is your task card.

> I'd like you to describe a year at school that was very important to you.
>
> You should say:
> - ***what type of school it was***
> - ***who was in your class***
> - ***what happened that year***
>
> and explain why it was important to you.

After your one minute preparation time, you will begin your talk.

3 Thinking about the IELTS Practice Test

1 **You will hear Part 2 of a Speaking test. The candidate was given the full time to make notes but the preparation time is cut from the recording here. Before you listen, look at the task card the candidate was given.**

> I'd like you to describe a teacher that you had at school who was special to you.
>
> You should say:
> - ***where your school was***
> - ***how long you had this teacher***
> - ***what he/she taught you***
>
> and explain why he/she was special to you.

Listen and mark *T* for (true) and *F* for (false) for each question.

Exam procedure in Part 2

1 The candidate is expected to speak for no more than a minute.
2 The candidate is not required to make notes.
3 The topic is about something recent.
4 The examiner doesn't make comments during the long turn.
5 The examiner interrupts the candidate to end Part 2.
6 The candidate is asked questions about her long turn.

Candidate performance on the recording

7 The candidate doesn't keep to the topic.
8 The candidate mentions all the points on the task card.
9 The candidate gives background details and explanations.
10 The candidate sounds as if she is reading from her notes.

So in Part 2:

- **you don't have to make notes but it is advisable to use the time to think and plan and make notes.**
- **the examiner will not ask questions/make comments while you speak.**
- **the examiner may interrupt you to end this part of the test.**
- **the examiner may or may not ask you a question about what you've said.**
- **you should use the task card and your notes to help you while speaking.**

2 🎧 **Listen again to the candidate's long turn. As you listen, make the notes that you think she might have used.**

I'd like you to describe a teacher that you had at school who was special to you.

You should say:
- ***where your school was***
- ***how long you had this teacher***
- ***what he/she taught you***

and explain why he/she was special to you.

4 What do you know about IELTS?

1 What do you now know about IELTS Speaking Part 2? Answer these questions.

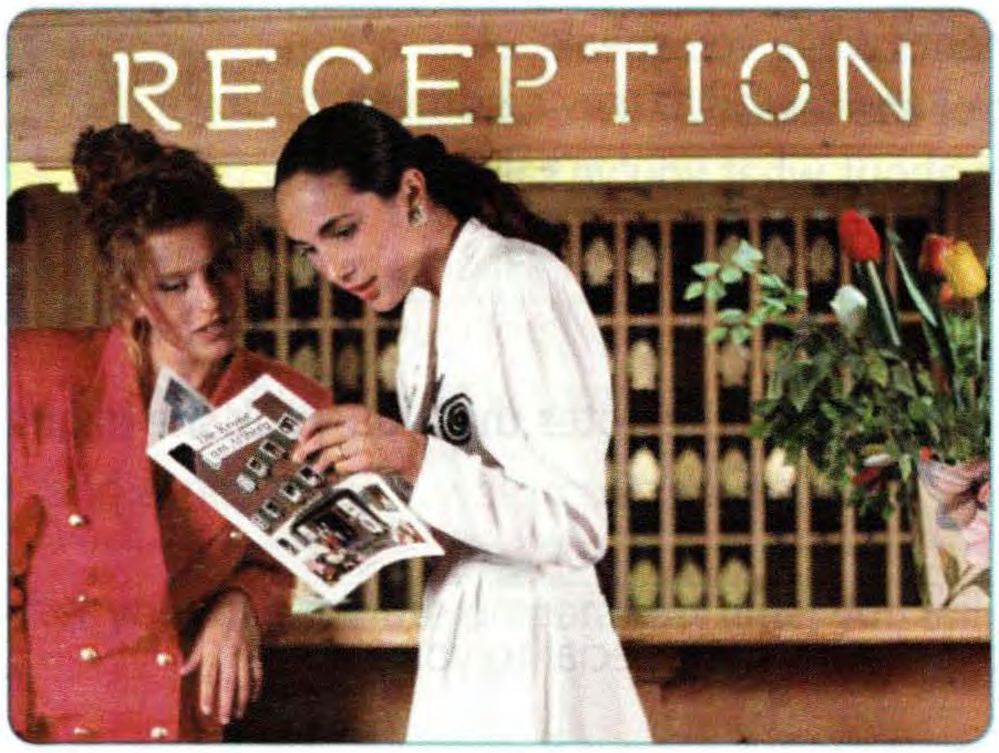
1 Is the topic in Part 2 of the Speaking test connected to the topic of Part 1 or Part 3?
2 What does the examiner give you in Part 2 apart from a task card with the topic he/she wants you to talk about?
3 Does the examiner ask you any questions while you are speaking in Part 2?
4 Can you score half bands in the Speaking test as in other papers?
5 Should you stop speaking if you cover all the points on the card quickly?
6 What are the different skills you are assessed on in the Speaking test?
7 How and when are you going to practise speaking about topics for a minute or two? What else are you going to do to prepare for Part 2?

6 Accommodation

IELTS Paper focus:	Listening
Vocabulary focus:	Words/Phrases about accommodation, word stress, collocations, numbers and spelling
Skills focus:	Listening for specific information, paraphrasing, listening for individual sounds
Grammar focus:	*Must*, *need* and *have to*
Exam focus:	Listening Paper Section 2 Multiple choice, table completion

VOCABULARY FOCUS

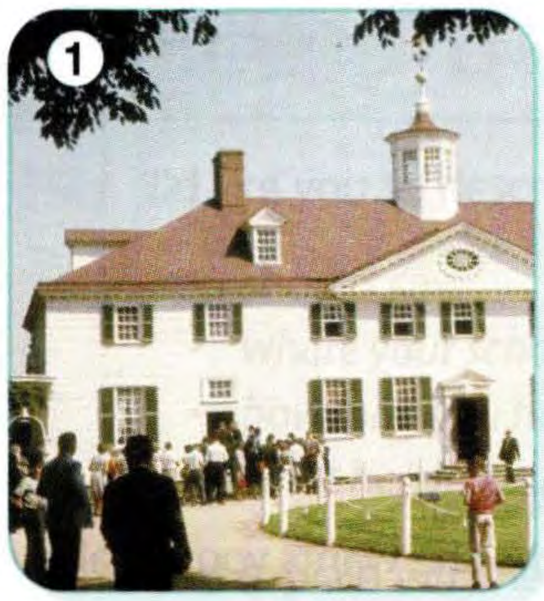
1 Look at the pictures of these two people and where they are staying. What differences can you imagine between these two kinds of accommodation?





2 When you go to a new country as a student, worker or tourist you often stay in one of these kinds of accommodation. Label the pictures:

dormitory	flat	room	bedsit
hotel	B & B	hall (of residence)	hostel

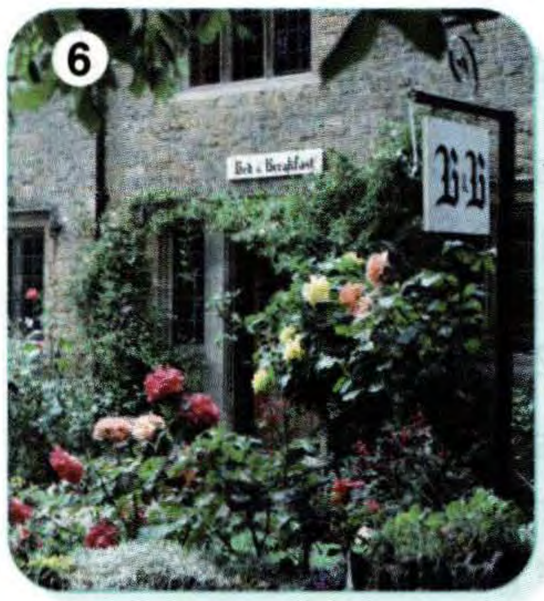




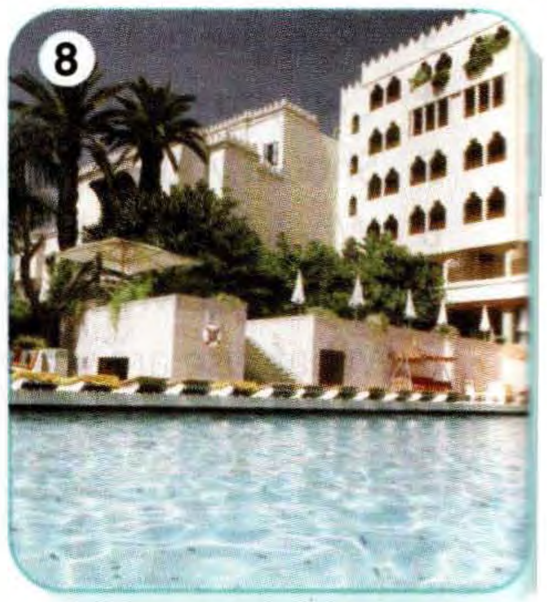












Which kind of accommodation would you prefer to stay in? Why? Use these expressions to answer: *I'd rather stay in ... / I'd prefer to stay in ... because ...*

3 You can find these items/features in the rooms of some accommodation. Write the correct number next to each word.

☐ central heating	☐ sink	☐ fridge	☐ vacuum cleaner/ hoover	☐ telephone point
☐ sheets	☐ microwave	☐ telephone	☐ TV	☐ Internet
☐ air conditioning	☐ shelves	☐ cooker	☐ washing machine	☐ wardrobe
☐ desk	☐ pillow	☐ iron		



4 a Put a dot • above the main stress in each of these words, as in the example.

•
e.g. pillow

1 accommodation
2 bedsit
3 microwave
4 shelves
5 cooker
6 dormitory

b 🎧 Listen to a recording of these words to check your answers. Notice both the main stress and the weak stress.

c 🎧 Listen to some other words and repeat them with the correct stress.

5 Draw lines to match these words with their collocations. Some words have more than one collocation.

1 furnished/unfurnished	a bed
2 single	b accommodation
3 clean	c room
4 soft	d sheet
5 double	e pillow

6 Write these words in the correct category in the table.

bedsit	pillow	bed	vacuum cleaner
shelves	washing machine	internet	air conditioning
microwave	room	desk	wardrobe
cooker	B & B	central heating	
dormitory	hostel	hotel	
flat	television	fridge	

Equipment/Facilities	Types of accommodation	Furniture or room fittings

Is each noun *countable* or *uncountable*?

7 Imagine that you have to spend two weeks in one of the types of accommodation above. Tick (✓) the equipment/facilities that you would like to have in your room. Discuss your answers using these expressions:

- I'd (quite) like to ... because ...
- I wouldn't like ... because ...

8 Numbers and spelling

a Which is the correct spelling?

A accommodation B acommodation C accomodation

Did you know this is one of the most frequently misspelt words in candidates' answers in IELTS?

b Ask one another questions or hold a team competition to test yourselves on the spelling of other words about accommodation from this section.

c Go online and find out how much these amounts are worth in your country's currency. Tell one another next lesson:

11,500 Australian dollars (AUD)	8,756 euros (EUR)	923 Chinese yuan (CNY)
15,000 British pounds (GBP)	55 Russian rubles (RUR)	399 US dollars (USD)

9 Record any new words in your vocabulary record. Don't forget the collocations.

SKILLS FOCUS: Listening for specific information, paraphrasing and listening for individual sounds

1 Sometimes when you listen for specific information, the information is given in words that are different from what you might expect. Look at the examples in the dialogues.

A: Is it half past three?
B: Yes, it's three thirty exactly.

A: Is your house next to mine?
B: Yes, it's opposite the post office, like yours.

> **Paraphrasing**
> Using different words to say the same thing
> *e.g. Everything she said was clear to me.*
> *I understood everything she said.*

2 Match the sentences on the left with their paraphrases on the right.

1 He asked for another two.	a It'll take a day to reach us.
2 He likes John.	b What's your date of birth?
3 It doesn't matter to me.	c They are relatives of mine.
4 When were you born?	d We work together.
5 Help yourself to any two.	e His cold lasted 7 days.
6 We are related.	f Please ring me some other time.
7 We are colleagues.	g He thinks John is nice.
8 It will arrive by tomorrow.	h Six fifteen.
9 He had a cold for a whole week.	i I don't mind.
10 A quarter past six.	j I like the couple.
11 They are both nice.	k He requested two more.
12 Please call me again.	l Take the two you want.

3 In Sections 1 and 2 of the Listening Paper you sometimes have to deal with paraphrases of what you hear. What kind of information do you think completes these sentences?

1 The girl pays $60 rent per ...
2 Supper is at ...
3 The student ... to live in a hall.
4 The name of the book the man recommends is ...
5 The woman's name is ...

Now listen to the recording to get the answers. Which involved paraphrasing?

4 Listen to the recording again and read the recording script on page 214. See how the specific information is given in paraphrases.

5 **Look at the underlined words in these sentences. How could you paraphrase them?**

1 It's Sunday today, so I'll be moving in the day after tomorrow.
2 It's a nice flat, but it's not very big.
3 I don't want to live in the centre of town. I'd prefer somewhere just outside.
4 Tim really hates his new accommodation.
5 It's totally empty. It hasn't got a bed, a table, an oven, not a thing.

Now listen to the recording. Write the paraphrases that you hear next to the matching underlined words in 1-5.

6 **As you know, listening for specific information sometimes means listening to small differences in sound. Listen to the recording and tick (✓) which of the two sentences, A or B, the speaker says. Listen carefully.**

A	B
I'd **love** to change room.	I'd love to change **room**.
I'd prefer to share accommodation.	I prefer to share accommodation.
I would've gone by then.	I would go by then.
How do you do it?	How did you do it?
She always comes on Tuesdays.	She always came on Tuesdays.
It's funny, isn't it?	It isn't funny, is it?
They couldn't understand the language.	They could understand the language.
This is an aim which is important.	This is a name which is important.
He's looking for a **big** and comfortable chair.	He's looking for a big and comfortable **chair**.

Notice how the differences in sound are sometimes due to contractions, sentence stress or differences in individual sounds.

7 **Listen to the recording and complete these notes describing some accommodation. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.**

Type of accommodation	Location	Facilities	Furnished/ Unfurnished	Rent
1)	centre of town	kitchen and bathroom	2)	3) $.....
flat	4) on the	kitchen	5)	$60 a week
hall	6) next to	7) a 8) a TV	furnished	9) $..... a month

GRAMMAR FOCUS: *Must, need* and *have to*

GR p. 205

1 What rules are there in some accommodation? What features are necessary in accommodation? Discuss these questions using the symbols and the verbs *must*, *need* and *have to*.













2 What is the difference in meaning between *must*, *need* and *have to*? Look at these examples. Which verb means:

a a necessity?
b an obligation the speaker feels?
c an obligation/rule that comes from other people?
d a logical conclusion/certainty?

Examples:

- *I **need to** stay in student accommodation. There's nothing else available.*
- *He **needs to** find new furnished accommodation for next year as he can't work with all this noise.*
- *I **must** start looking for accommodation before it's too late.*
- *He **must** pay his rent at the end of the month. If not, I'll ask him to leave.*
- *This room **must** be expensive – it's furnished and it's got central heating and the Internet.*
- *I **have to** stay in student accommodation. It's a university rule.*
- *I **have to** share the kitchen with six other people – that's how it works.*

Be careful with the meaning of ***mustn't***, ***don't need to*** and ***don't have to***. Look at these examples. Which verb means:

a it's not necessary?
b there is no requirement to?
c it is forbidden / prohibited to?

- *You **mustn't** make any loud noise in your room.*
- *You **don't have to** put the lights out at any fixed time.*
- *You **don't need to** heat your room – the weather never gets cold.*

3 Look at the differences in the meanings of these verbs.

Positive	Negative
Must I *must* work harder. **(obligation)** It *must* be true. **(certainty)**	**Must** You *mustn't* be so stubborn. **(advice)** You *mustn't* leave bikes outside. **(forbidden/prohibited)**
Have to You *have to* go outside to smoke. **(rule)**	**Have to** I *don't have to* pay a deposit. **(no requirement)**
Need You *need to* see the landlady. **(necessary)**	**Need** You *don't need to* worry about that. **(no requirement)** You *needn't* worry about that. **(it's not necessary/important)**

Also note that there is no past simple form of *must*. *Had to* is used instead:

- *I **had to** make my own bed in the hostel last year.* ***(obligation)***
- *We **had to** turn the lights out at midnight.* ***(rule)***

4 Complete these sentences with the correct form of the verbs ***must***, ***need*** or ***have to***.

1 Students don't usually find their own accommodation. A college accommodation office helps them.
2 I really rent a furnished room. I haven't got any furniture of my own.
3 I share a room last year – my parents made me.
4 We smoke in our rooms. It's forbidden.
5 The rules say that students come in by 11 o'clock at night.
6 I buy some sheets for my room last month but I didn't have enough money.
7 If you pay a rent with everything included, you pay for anything else.
8 This room really air conditioning. It's so hot.

5 Work with another student. For each prompt, ask the other student to name something, using ***must***, ***need*** or ***have to***.

EXAMPLE 1: usually/do/rented accommodation

Student A: *Name something that you usually **have to** do in rented accommodation.*

Student B: *You have to make your own bed.*

EXAMPLE 2: not forget/do with plants.

Student A: *Name something that you **mustn't** forget to do with plants.*

Student B: *You mustn't forget to water them.*

Student A's prompts		Student B's prompts	
• usually/do/rented accommodation • do/if share a fridge • not do/if live alone • be 18 years old/to do in the UK	• not do/with wet hands • not do/in the case of fire • do/when parking your bicycle • often get/when travelling abroad	• usually show/to rent a house • do/if hear a fire alarm • not do/if live in hall of residence	• students get/if use public transport • have/a licence for in UK • not do/if have a credit card • not forget/do with plants • place go/to find accommodation

6 Write a list of two things in your everyday life that you *need to* do, two that you *have to* do, and two that you *must* do. Discuss your answers and explain them.

EXAM FOCUS: IELTS Listening Paper Section 2 Multiple choice, table completion

1 Tips for IELTS

1 On the next page, there is a practice test for Listening Section 2. Here are some tips to help you listen well in this section. Tick (✓) the tips that you need to practise most.

Test Tips

- First of all, read all the questions. Try to imagine from reading all of them what the listening will be about. Look at all the questions in the practice listening test on the next page. Tell the class what you think the listening will be about.
- Read the instructions to each task very carefully. Only do what the instructions say. Otherwise you will lose marks. You are given time before each section to read the instructions.
- While you are listening, write your (rough) answers on your Listening question paper.
 You will be given 1/2 minute to check your answers at the end of each section.
 Then, at the end of the test, transfer your rough answers from the question paper to the answer sheet. Only do this at the end of the test. You will be given 10 minutes.
- **Multiple choice tasks**
 Remember there are two kinds of multiple choice tasks. (see p. 76 for examples) Check the instructions to see which one you need to do.
- Before listening, think of how the answer you need might be said in other ways (paraphrased) on the recording.
 Listen for the words you expect or for paraphrases of them.
- Listen just for the information that answers the questions. In Sections 1 and 2, you often need to listen for specific information e.g. numbers, letters, names.
- Answer all the questions – even if you aren't sure of the answer. It's better to risk a wrong answer than write nothing.
- **Table completion tasks**
 Check the grammar, spelling and number of words in your answers. You lose marks for using incorrect grammar, incorrect spelling or the incorrect number of words.
 Always read the table from left to right, not down each column.
- Some candidates worry so much about the answer to one question that they don't pay attention to the information for the next question! Don't do this! Move on!

Preparation Tips

- Learn, remember and record the new words you meet.
- Learn this spelling rule:
 Before adding an ending (e.g. -er/-ed/-est/-y/-able/-ing) to single-syllable words, double the final consonant if the word ends in one of these single consonants:
 -t e.g. sit → sitting
 -n e.g. sun → sunny
 -d e.g. mad → madder
 -p e.g. drop → dropping
 -g e.g. big → biggest
 -m e.g. slim → slimming
 -b e.g. rob → robbed
 Notice that the vowels in the base word are all short. This rule doesn't work with long vowels:
 e.g. seat → seating, ~~seatting~~

Questions 1-3

Choose the correct letter, **A**, **B** or **C**.

1 Which year of study is the student in?
- **A** first
- **B** second
- **C** third

2 What course is the student studying?
- **A** social science
- **B** sociology
- **C** sports science

3 What is the student's number?
- **A** 07-26523-821
- **B** 07-26523-911
- **C** 07-26523-921

Questions 4 and 5

Choose **TWO** letters, **A-E**.

Which **TWO** hall facilities are mentioned?
- **A** a gym
- **B** a games room
- **C** a launderette
- **D** Internet access
- **E** a shop

Questions 6-10

Complete the table below.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Type of rooms available	Rent for 40 weeks	Additional payments	Accommodation office web address	How to get a room
6)	**7)**	**8)** no	**9)**	send an **10)**

3 Thinking about the IELTS Practice Test

1 Read the recording script on p. 214 of the practice test and listen to it at the same time.

2 Underline the answers. Were the answers direct or did they involve paraphrasing?

3 Which of these tasks did you have to do: *multiple choice, matching, plan/map/diagram labelling, identifying information, table completion*?

4 Did you follow all the instructions exactly?

5 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 first
2
3 07-26523-821
4 } C and D
5 }
6 singel
7 about three thousand pounds
8 none
9 acomm@wellfild.edu.uk.
10 application forms

What do these wrong answers tell you about what kinds of answers are acceptable in the Listening Paper? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

6 Look at your answers and tell the class all you know about the student and his future accommodation.

7 Look at the recording script and note down any interesting new vocabulary or grammar it contains.

4 What do you know about IELTS?

1 What do you now know about Listening Section 2? Answer these questions.

1 What kind of topics does Section 2 focus on?
2 How many questions does Section 2 contain?
3 How many speakers are there?
4 How is Section 2 different to Section 1?
5 What listening skills are tested in Section 2?
6 Where do you write your answers? When do you write your answers?
7 What kind of accents may you have to listen to in the IELTS Listening Paper?
8 What are you going to do to prepare yourself for IELTS Listening Section 2?

7 Gadgets

IELTS Paper focus:	Reading (Academic)
Vocabulary focus:	Words/Phrases about gadgets, phrasal verbs, *-ing* v *-ed* adjectives
Skills focus:	Reading for detail
Grammar focus:	The Passive
Exam focus:	Reading Paper (Academic) Passages 1 & 2 Identifying information, matching information, multiple-choice

VOCABULARY FOCUS

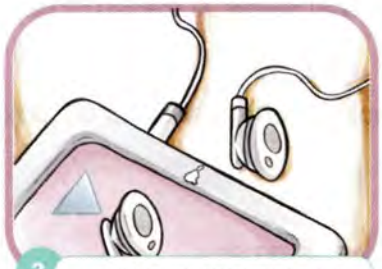
1 **Look at these pictures. What gadgets do they show? Label the pictures with the words A-F.**

A remote control
B laptop
C mobile phone
D PDA
E MP3 player
F DVD player


1



2


3


4


5


6

2 **Discuss with your classmates how much you do these activities and why.**

text messaging
social networking (Facebook, Orkut, etc.)
sending emails
playing video games
online messaging
browsing the Internet

Use expressions like:

I like/don't like X-ing because it ...
I usually spend about X minutes a day X-ing.

3 **Here are some useful phrasal verbs relating to gadgets. Match them to the gadgets on the right in sentences beginning *'You can/can't ...'***

e.g. You can turn on a computer.

switch on/off
hang up
turn on/off
turn up/down
plug in

a printer
a calculator
a computer
a CD
a keyboard
a mouse
a phone

4 Look at these examples of adjectives, then complete the rules.

*The film is boring ... **so** ... I'm bored*
*That book is really interesting ... **so** ... I'm very interested in that book*

- Adjectives with the suffix '.....' describe the thing/person that causes a feeling.
- Adjectives with the suffix '.....' describe the person who has the feeling.

5 Make sentences about some of the gadgets or activities above using these adjectives.

e.g. Sending emails is boring./I get bored with sending emails.

exciting	excited (by/about)
boring	bored (with/by)
interesting	interested (in)
confusing	confused (by)
tiring	tired (of)
frustrating	frustrated (by/with)
fascinating	fascinated (by)
inspiring	inspired (by)

Tell your classmates your opinions and your reasons for them.

6 What are the opposites of these adjectives?

1 exciting
2 confusing
3 inspiring
4 tiring
5 bored
6 fascinated
7 interesting
8 excited

7 🎧 Listen to the pronunciation of the words on the recording, then repeat them.

8 🎧 Answer the quiz questions on the recording about the words in this section.

9 Write at least 3 quiz questions yourself about the words in this section. Then ask your classmates for the answers.

.....
.....
.....
.....
.....
.....
.....

SKILLS FOCUS: Reading for detail

1 Look at the title of this article and complete this sentence by predicting what you think the article will be about: *I think this article will be about*
Compare your answers, then skim through the text to check your prediction.

People taking their **Blackberry Handsets** to bed with them



If you're sleeping with a BlackBerry next to your pillow so you will not miss an email during the night, you are not alone. According to AOL's third annual Email Addiction survey, more Americans than ever before are using portable devices (PDAs) to check their email throughout the day and night, and from virtually anywhere - bed, cars, bathrooms and religious buildings.

AOL, in partnership with a survey company, Opinion Research Corporation, conducted online surveys with 4,025 respondents aged 13 and older in 20 cities around the country to measure email usage.

It showed that email use on portable devices has nearly doubled since 2004. People are checking email around the clock. According to the survey, the average email user checks mail about five times a day, and 59% of those with portable devices are using them to check email every time a new message arrives. Forty-three percent of email users with portable devices say they keep the device nearby when they are sleeping to listen for incoming mail.

2 Read the article for detail to answer the questions:
Do the following statements agree with the information in the article? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 The survey reports that PDAs are being used to check email anytime and anywhere.
2 The survey asked people how they used their emails.
3 According to the survey the majority of people have portable devices.

3 You have just practised 3 reading skills: *predicting*, *skimming* and *reading for detail*. Explain how your way of reading is different for each of these reading skills.

4 What is reading for detail?

Reading for detail/Detailed reading

Reading a text or part of a text in a way that allows you to understand details of its meaning. The reader focuses on the structure and vocabulary of a sentence **or** sentences and the links between sentences to get the meaning.

5 Reading for detail and the Reading Paper.

- In the Reading Paper, you must choose the right way to read at different moments and according to the task type.
- Read for detail after you have predicted and skimmed i.e.
 Predicting → Skimming → Reading for detail
- Only read for detail when the answer you need is to be found in a combination of several words, a sentence or across sentences.
- Only read for detail those parts of the passage that contain the answers you need.
- You MUSTN'T and don't need to read the whole text for detail. This would waste a lot of time.

6 Complete this reading task. Use the reading skills that most help you.

Do the following statements agree with the information in the article *'Bye-bye to the remote control'* on p. 82? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 Hand signal systems for operating electronic goods are already on sale.

2 The researchers tested their device in a range of different homes.

3 Using remote controls can be problematic.

Choose the correct letter, A, B, C or D.

4 The researchers thought it important to produce a device which
- A was sensitive to different voices.
- B would operate reliably.
- C was easy to set up.
- D would look special.

5 What makes the device work?
- A A camera looks for the remote control.
- B The researchers operate it from a distance.
- C Commands operate the remote control.
- D Different gestures activate different cameras.

6 The hand signal system was devised
- A by Australian researchers working from home.
- B as the result of not watching a programme.
- C in order to replace a large range of electronic goods.
- D in order to help youngsters communicate better.

Bye-bye to the remote control

Hand signals could soon replace remote controls for TVs, DVDs and other consumer electronic goods, according to research published in the research journal of the Institution of Engineering and Technology.

Dr Prashan Premaratne and Quang Nguyen from universities in Australia said their method of controlling consumer electronic goods via hand signals is ready for use.

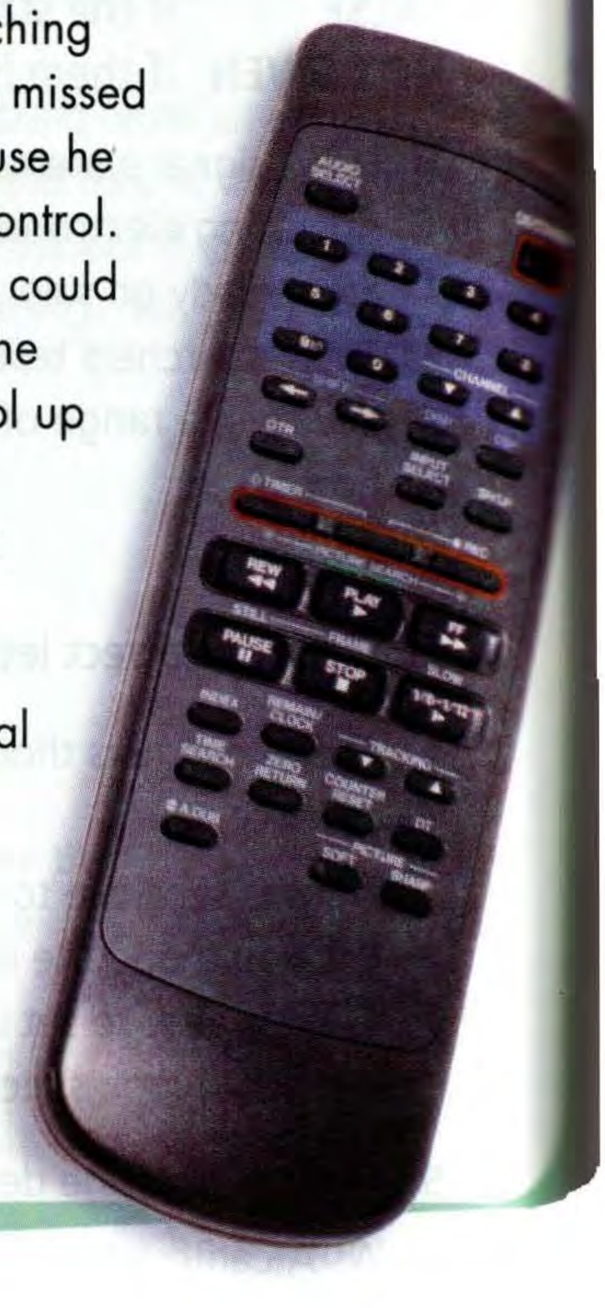
The researchers devised seven gestures to control a TV and a VCR and carried out a number of experiments under different lighting conditions and at different distances from the equipment. Their work involved designing hardware and software to recognise the hand gestures and turn them into actions in real time.

Dr Premaratne said: "We all rely on remote controls to manage an increasing number of items including TVs, set-top boxes, DVDs and hi-fis, and the range of goods will continue to increase. Apart from the frustration of sometimes losing the remote control just when you need it, they do tend to have different sets of commands which have to be learnt."

"People have tried to replace remote controls with voice recognition or glove-based devices but with mixed results. We set out to tackle the problem with a limited set of hand gestures that were distinctive and offered higher accuracy. The solution we came up with not only achieves this but proved very reliable in different lighting conditions and when operated in real time", said Dr Premaratne.

The system includes a web camera, a gesture processing unit and a universal remote control which is built into the device. The webcam captures the hand gestures and software converts this into a signal which operates the remote control. The series of commands devised by the researchers includes switching the equipment on, turning the volume up and down, changing channel, play and stop. For example, displaying a clenched fist means start, an outstretched hand with closed fingers means power on, a thumbs-up sign means volume up and a sideways victory sign means change channel.

Dr Premaratne came up with the idea when he was at home watching television with his wife and missed seeing a programme because he could not find the remote control. "As an engineer I thought I could do something about that", he said. The system can control up to eight items at a time, including DVDs and set-top boxes, and is able to distinguish between real commands and unintentional gestures such as children playing.



7 How did you read to do the task?

- Which parts of the text did you need to read to predict what it was about?
- Did you need to skim the whole text before looking at the questions?
- After you looked at the first question, how did you find the relevant section of the text?

8 Underline in the articles in this section any words about 'Gadgets'. Add them to your vocabulary record if they are new to you.

GRAMMAR FOCUS: The passive

GR pp. 205-206

1 Read the sentences and answer the questions in the boxes.

Which of sentences 1-10 show: A – what people or things do?
B – what is done to people or things?

Which of sentences 1-10 contain the *passive*?

What tenses of the *passive* can you see in these sentences?
Is it possible to use the same tenses in the *passive* as in the active?

1 The device was invented by two Australian researchers.
2 In the future, gestures may operate remote controls.
3 Remote controls are often lost.
4 Many electronic goods are operated by remote control.
5 Remote controls will soon be replaced by other kinds of machines.
6 Many new inventions have been made as the result of research at universities.
7 A new machine is being designed at present.
8 The device will work in all kinds of lighting conditions.
9 Voice recognition devices may one day be used to operate TVs.
10 The researchers were designing the device for commercial use.

2 Match the grammatical labels to the different parts of these sentences.

Past participle	Subject	Agent	Verb 'to be'
I	was	hit	by John
.....			
Bill	will be	shocked	by the price of the DVD
.....			

Now complete this rule about how to form the *passive*

Subject + ... + ... (+ + person/agent)

3 Look at these sentences from articles about gadgets. Which sentences seem more impersonal or objective? Which seem more personal? Why?

a Users control their iPods by using their thumbs.
b Some users have reported pain in their hands, elbows and neck.
c If I pick up the TV remote, I can watch channels from all round the world.
d A 25cc engine is built into the back of the roller skates.
e The skates are believed to be on sale in China.
f You can surf the net, read comics or play games.
g The humanoid robot is designed to function in a home.
h Video games are being studied for their effect on children.
i Engineers have developed a new T-shirt that helps its wearer play music.

The ***passive*** is often used in more formal writing to make it seem more serious, impersonal and objective. You often find the passive in IELTS Academic Reading texts as they are often 'serious' texts.

4 **Look at the verbs in bold in this article which describes a robot. Circle the verbs which are in the *passive* and underline the verbs in the *active*. Which kinds of verbs (*active* or *passive*):**

- **show what people or things do?**
- **show what is done to people or things?**

A HUMAN ROBOT

QRIO **was designed** to be a human-like entertainment robot. It **was developed** and marketed by Sony to follow up on the success of AIBO, its toy robot pet.

But on January 26, 2006, Sony **announced** that it **would stop** development of QRIO. Before it **was cancelled**, QRIO **was reported** to be going through several development and testing phases. QRIO **recognised** voices and faces, and it **could remember** people as well as their likes and dislikes. You **could** even **see** it speaking. QRIO **could run** at 23 cm per second, and **was believed** to be the first and fastest two-legged robot capable of running. The 4th generation QRIO's internal battery **lasted** about 1 hour.

5 **Read this article and put the verbs in brackets into the right tense of the *active* or *passive*.**

A **T-shirt** that plays **music**

Engineers in Australia **1)** **(announce)** yesterday that they **2)** **(develop)** a new T-shirt which **3)** **(let)** the wearer play air guitar and make real music as they do so.

A team of researchers at Australia's national science agency **4)** **(make)** the 'wearable instrument shirt' out of an ordinary T-shirt in which a range of sensors **5)** **(fit)**.

The sensors **6)** **(measure)** the movements of the wearer, allowing them to 'play' the guitar. The T-shirt **7)** **(link)** to a computer which **8)** **(read)** the player's hand movements and turns them into guitar sounds. Chord patterns **9)** **(produce)** by reading one of the player's hands and string sounds by reading the other. The shirt can **10)** **(use)** by both left and right handed people. Players without musical or computing skills can still sound like professionals!

In this article, there are 3 examples of the passive used without the agent. Underline them. Who do you think the agent was in each case? Why was the agent not mentioned?

6 **Complete these sentences then compare and discuss what you have written.**

1 A remote control can be used to
2 A mouse is used to
3 Text messages can be used to
4 The Internet was invented to
5 Mobile phones are designed to
6 Computers are intended to

EXAM FOCUS: IELTS Reading Paper (Academic) Passages 1 & 2
Identifying information, matching information, multiple choice

1 Tips for IELTS

1 **On the next page, there is a practice test for the Reading Paper. Here are some tips to help you with this paper. Tick (✓) the tips that you need to practise most.**

Test Tips

A useful approach to the reading passages

1 Predict the content of the passage from the title and any pictures.

↓

2 Skim the tasks to get a general idea of what they focus on.

↓

3 Skim the passage to see:
- what it's generally about.
- the kind of text it is (e.g. research report, problem/solution, cause/effect, etc.).
- what part of the passage gives what kind of information.

↓

4 Read the first task for detail.

↓

5 Locate the place in the passage where the relevant information is for the task (by scanning the passage for key words in the questions or paraphrases of them).

↓

6 Read that part of the passage for detail or specific information.

↓

7 Read the next task for detail.

↓

8 Locate the information in the passage.

↓

9 Read that part of the passage for detail or specific information.

↓

10 Repeat steps 7-9 for any other tasks.

- Candidates sometimes try to read and understand every word in every text. Don't do this! If you read this way, it will slow you down and you won't finish the test. Also, you don't need to understand everything to get the answers right.
- Sometimes the answers are expressed in different words to those in the question, but they mean the same thing (i.e. they are paraphrases), so look too for answers which are paraphrases of the questions.

- **Matching information tasks**

 To answer matching tasks you often need to find a part of the text that paraphrases the information in the question.

- **Identifying information**

 Remember in these tasks:
 True = the passage contains the same information as the question (maybe as a paraphrase).
 False = the passage contains information which says the opposite to the information in the question.
 Not Given = there is no information in the passage about the information in the question.

- **Multiple choice tasks**

 Don't just choose the option which has the same key words as the question. The meaning of the whole sentence in the right answer will match the question fully and exactly. Also, find reasons in the text which help you eliminate the wrong options.

Preparation Tips

Practise predicting, skimming and reading for detail out of class:
- Pick up magazines and newspapers and predict their content from the titles, pictures and headlines.
- Skim magazine articles just to see what they are about.
- Read texts that really interest you for detail.

You should spend about 20 minutes on Questions 1-13.

Block mobile phones
to prevent exam cheating, report urges

It is feared that thousands of pupils may be using their phones to send text messages to friends to get answers or to access the Internet during tests. Jean Underwood, a professor at Nottingham Trent University was asked by the UK government to prepare a report on the rise of technology-driven cheating. She said "Digital technologies have made cheating possible for everyone. It is no longer available just for the knowing few but is there for the majority".

The report has made a series of recommendations:

Ⓐ Airport-style security scanners should be installed to stop candidates taking in phones and other technology.

Ⓑ Pupils should sit exams in rooms with no mobile phone reception.

Ⓒ Large universities should fingerprint students to stop friends taking exams for them, and use biometrics to prevent impersonation.

Ⓓ While technological solutions to the prevention of cheating are available, they are unlikely to prove to be a complete solution and should be used together with more traditional methods of prevention and monitoring.

Ⓔ The first step is to promote an environment where cheating is not acceptable through the use of honour codes to which both staff and students feel loyal. Such environments help students resist peer pressure to cheat.

Ⓕ Tests and examinations should be designed to reduce opportunities for cheating within or beyond the examination hall.

Ⓖ Tests should be administered in ways that prevent cheating.

Ⓗ Encrypted tests (i.e. tests that can only be accessed on computer with special permission) might be particularly useful for test centres where students are unknown to the examining staff.

Professor Underwood warned that academic dishonesty was not found just in universities, and that it was as bad, if not worse, in secondary schools, with evidence suggesting the problem was worsening. In the report, she added that while there remains some doubt over whether the amount of cheating is increasing, it is widely recognised that it is a very significant problem, and that although much of the research has focused on the higher education sector, the school level data available suggests that the problem is more, not less serious, in secondary schools.

Professor Underwood's report said much of the research about copying, plagiarism and technology focused on the Internet but she warned that the web was only the tip of the iceberg. She wrote, "Mobile technologies make plagiarism and related activities possible in the examination hall. In small examination sites monitored by attentive staff, students have limited opportunities to use mobile devices for cheating. However, in larger test centres with many students, mobile phones and PDAs make it easy for students to exchange notes with other exam takers, receive text messages from classmates outside the lecture hall, and search the web".

An education expert commented that technological developments are making it difficult for children to distinguish between what is their own intellectual achievement and what is taken or stolen from others. He believed that this is one of the reasons why there has been such an increase in plagiarism at all levels of education. Pupils are used to seeing material come off the web and thinking of it as 'theirs'.

Questions 1-4

Do the following statements agree with the information given in the reading passage?
In boxes 1-4 on your answer sheet write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 It is believed that pupils contact friends to get help during their exams.
2 Professor Underwood carried out a survey of cheating in schools.
3 Currently the number of people who are able to carry out technology-driven cheating is still only a few.
4 The spread of technology means that cheating has become easier.

Questions 5-9

Look at the following statements (Questions 5-9) and the recommendations (A-H) made in the reading passage. Match each statement with the correct recommendation, (A-H). Write the correct letter (A-H) in boxes 5-9 on your answer sheet.

5 Various kinds of physical identity checks should be used.
6 Students should be encouraged to value honesty.
7 Technological devices should not be allowed into exam rooms.
8 The prevention of cheating should be a consideration in the organisation of tests.
9 The problem of cheating should be solved in both technological and traditional ways.

Questions 10-13

Choose the correct letter, A, B, C or D.
Write the correct letter in boxes 10-13 on your answer sheet.

10 According to Professor Underwood, cheating
- A in schools has been well researched.
- B may be more common in schools than in universities.
- C is always difficult for examination staff to spot.
- D has gone on in universities for a long time.

11 Professor Underwood believes that mobile phones
- A are mainly used in exam rooms to access the Internet.
- B can be used by staff in examination halls to prevent cheating.
- C allow students to get exam questions before they start tests.
- D are difficult to use when examination rooms are set up properly.

12 One reason for cheating suggested by an expert is that children
- A are under too much time pressure.
- B have become more dishonest about their work.
- C feel that they own work which they have printed from the web.
- D value the appearance more than the quality of their work.

13 The report as a whole
- A suggests that cheating is a problem that can be solved.
- B recommends educational organisations should use a range of measures to reduce cheating.
- C indicates that academic cheating is something that will increase.
- D shows that the British government has decided to accept Professor Underwood's recommendations.

3 Thinking about the IELTS Practice Test

1 Which of these kinds of tasks did you do in the practice test: *multiple choice, diagram label completion, sentence completion, identifying information, matching information, flow chart completion*?

2 Write the task names at the top of the columns in this table then answer the questions by ticking the correct column.

	Task 1	Task 2	Task 3
Which task required skimming?			
Which task required reading for detail?			
In which task did you only need to read parts of the text?			
In which task did you need to check if the text contained no information on a particular point?			
In which task did you need to find paraphrases of the questions?			
In which task did you need to look for key words from the questions?			

3 **Look at these answers to the practice test. They all contain mistakes. Find and correct them.**

1 T
2 NG
3 F
4 this is true
5 C and A
6 F and E
7
8
9 4
10 in schools has been well researched
11
12 A and B
13

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

4 What do you know about IELTS?

1 What do you know about the Reading Paper? Answer these questions.

1 Does IELTS Reading give you any guidance about how much time to spend on each passage?
2 How much time should you spend on Reading Passages 1 and 2? Should you spend more time on any one passage than on the other passages?
3 Do you need to read each part of each passage in detail?
4 Do you need to read the same way for each kind of task?
5 Are the passages and their tasks all equally difficult?
6 Where do you write your answers? Can you write in pencil? Can you rub out answers and write new ones?
7 What are you going to do to prepare yourself for IELTS Reading?

2 Use this unit to extend your vocabulary. Find at least 10 new words in the unit. Find out their meaning and write them in your vocabulary record.

8 Crime

IELTS Paper focus:	Writing (Academic)
Vocabulary focus:	Words/Phrases about crime, collocations
Skills focus:	Organising an argument
Grammar focus:	Zero and First Conditionals
Exam focus:	Writing Paper (Academic) Task 2 Discursive essay

VOCABULARY FOCUS

1 Look at the types of crime shown in these pictures. Discuss with another student:

- what these crimes are.
- how they hurt the victims.



2 Match a word in **B** to a phrase in **C** to make a definition of the crimes in **A**.

A	B	C
burglary	damage	someone intentionally
vandalism	break into	someone using weapons
hacking	kill	someone's computer
theft	steal	someone's home
fraud	break into	private or public property
murder	transport	illegal goods
armed robbery	rob	someone out of something
drug trafficking	cheat	something from someone

3 Look at these different punishments. Which one do you think is appropriate for each crime in Ex. 2. Discuss with another student. If you think a *prison sentence* is appropriate, say how long for.

prison sentence	fine	life imprisonment	community service
probation	death penalty	driving ban	

4 Look at the words in the box. Eight words collocate with the adjective 'serious'. Which two do not?

an accident	a crime	murder	damage	an injury
trouble	an offence	death	fraud	criminal activity

5 Work with another student. Can you think of any other words relating to crime that collocate with the adjective 'serious'?

6 Look at this short text on the causes of crime. Complete each gap with one of these words.

troubled	pressure	attendance	abuse
housing	offences	illness	homelessness

What causes youth crime?

Here are some of the major factors that increase the chances of young people committing 1):

- 2) home life
- poor record at school, low 3) at school
- drug 4)
- mental 5)
- living in poor 6)
- 7)
- peer group 8)

7 The figures below are from a recent crime survey in the UK city of Bristol.

Likelihood of an older person being a victim of this crime in any one year:

Anti-Social Behaviour	40%
Doorstep/Telephone Fraud	38%
Burglary	29%
Car Crime	23%
Threatening Behaviour	15%
Robbery	9%
Violent Crime	2%

Discuss why you think older people are victims of these types of crime.
What do you think the figures might be for young people? Why?

SKILLS FOCUS: Organising an argument

1 Look at this essay on *The value of working while in prison*. The basic pattern the writer uses to organise the essay is:

Situation → Problem → Solution → Conclusion

Label the parts of the essay that do the following things:

1 describe the general **situation**
2 introduce **problems** 1 and 2
3 give details of **problem** 1
4 give details of **problem** 2
5 describe a **solution** to problem 1
6 describe a **solution** to problem 2
7 **evaluate** the solutions and conclude



Governments are constantly being told to build more prisons. Prisons are full and in many cases overcrowded. For every first-time offender, there will be a person who is in prison for a second or third time. Many offenders leave prison only to return a short time later. We have to ask ourselves why this happens.

As a society, there is a clear need to consider how prisoners spend their time in prison and what it is they most need when they re-enter society. Both issues, it seems to me, are connected to the idea of productive work.

The main problem is that prisoners spend most of their day locked in their cells. They are only let out for a few hours of exercise and entertainment. There seems little for them to do that is productive, and not much to interest them. In fact, most people would say all they do in prison is make more criminal contacts. In addition, society also has to deal with what prisoners do when they leave prison. At the moment it seems they just return to what they know best: their life of crime.

To break this pattern of criminal activity and re-offending, prisoners should be given work to do. This work must be of value to society. For example, prisoners could be involved in local community or foreign aid projects. Through these projects they can learn new skills and what it means to do something valuable for other people. On leaving prison they would then be used to hard work, have new skills and hopefully get jobs.

Of course, there is no magic solution to the problem of prisons and re-offending. However, projects involving challenging and productive work offer some hope of reforming prisoners, especially when prisoners receive feedback from the people their work helps.

The pattern: Situation → Problem → Solution → Conclusion
is very common in discussion (i.e. discursive) essays.
It gives you a clear, logical and effective way to organise and plan your writing.

2 Work with another student. Complete this plan for the essay on page 92. For each part of the plan, write down 3 or 4 key phrases. These phrases should be *no more* than three words, as in the examples.

Situation:	build more prisons
Problems:	problem 1 → problem 2 →
Solutions:	provide valuable work
Conclusion:	

3 Now cover the original essay. From your plan, discuss with another student exactly what the arguments in the essay were.

4 Look at the beginning of this essay with the title: *What causes young people to commit crimes and how should society deal with them?*

Today, there seems to be many new kinds of youth crime: vandalism, anti-social behaviour and joyriding. To understand what causes these crimes we need to look at how society is changing.

Complete a plan for this essay as you did for the essay in Ex.1. To get ideas for this, look back to the vocabulary section and discuss your ideas with another student.

Situation:	new youth crime anti-social behaviour society is changing
Problems:	cause 1 → cause 2 →
Solutions:	
Conclusion:	

5 **Write the next part of the essay:**

– **a paragraph discussing the different causes of youth crime.**

6 **Using impersonal language**

> Essays like the one in IELTS Writing (Academic) Task 2 are written with an ***educated reader*** as the audience. The style of these essays should be ***academic*** and ***objective***. One way you can achieve this in your writing is by using ***impersonal*** language.

Look back at the essay in Ex. 1. There are two main features in the essay that make the style more impersonal. Find and underline the examples below in the essay.

A impersonal structures

It seems to me ...
There is no magic solution.

Such phrases make writing seem more *objective / balanced* than phrases such as:
I believe / I don't think ...

B use of the passive ... (without agent)

Both issues ***are connected*** to the idea ...
Prisoners ***should be*** *given* ...

This structure makes the writing seem more academic than active structures.
e.g. People should give prisoners work.

Find and underline all other examples of impersonal structures and uses of the passive in the essay on p. 92.

7 **Complete the second more impersonal sentence so that it has a similar meaning to the first.**

1 I think it is good to re-educate prisoners while they are in prison.
Prisoners should while they are in prison.
2 I don't think it is a good idea to just lock prisoners up.
There is no point prisoners up.
3 We can see a connection between the two problems.
The two problems
4 Let's give prisoners the chance to learn new skills.
Prisoners should the chance to learn new skills.
5 I don't believe this works.
It is clear that work.
6 I really think we need to find another solution.
An alternative solution found.
7 I think it is unfair to punish people for such minor crimes.
It seems people for such minor crimes.
8 We need a radical change in policy.
There be a radical change in policy.

8 **Complete the essay "What causes young people to commit crimes and how should society deal with them?" that you planned and began in Exs. 4 and 5.**

GRAMMAR FOCUS: Zero and first conditionals

GR p. 206

1 **Complete the blanks in the box with these *uses*:**

- making requests/offers and promises/threats
- talking about roles and responsibilities
- talking about how future situations may develop
- talking about *rules, laws* and people's *typical reactions*

Zero or **General Conditional**

FORM

If + present simple + present simple
(**when/whenever** can be substituted for **if** with little change in meaning)

USES

A We use this form when
*e.g. People **behave** differently if there **are** security cameras.*
*If someone **gets** a life sentence, it **doesn't** really **mean** life.*

B It is also used (with modal verbs like **should/must**) when
*e.g. If we **lock** children up, prisons **must take** on the role of parents.*
*We **must tackle** drug culture if we **want** things to improve.*

First Conditional

FORM

If + present simple + will + verb
(**may/might** can be used instead of **will** to express less certainty)

USES

C We use this form when
*e.g. Youth crime **will** only **get** worse if we **don't tackle** the causes.*
*Society **will not solve** the problem of crime if it just **builds** more prisons.*

D It is also used when
*e.g. **We'll have to** arrest you if you **don't calm down**.*
*If you **are** worried, **I'll call** the police.*

Which *uses* of these conditional forms, A, B, C, or D, do you think are common in essay writing?

2 Complete each gap with the correct form of the verb in brackets.

1 We should only send people to prison if they **(be)** a danger to society.
2 If parents **(not/look after)** their children, they **(misbehave)**.
3 We **(never/beat)** crime if we **(not/educate)** offenders.
4 I **(call)** the police if it **(happen)** again.
5 When someone **(go)** to prison, they **(mix)** with other criminals.
6 More children **(become)** criminals if we **(not/do)** something about gangs.
7 If someone **(commit)** a crime while they **(be)** on probation, they **(go)** to prison.
8 If a society **(use)** the death penalty, there **(be)** no chance to reconsider the person's innocence.

3 Words such as: *unless, as long as, provided (that)* are used in conditional sentences. There are important differences in meaning between them.

unless ...	*This will not work **unless** parents are involved.* *means:* something will only work *if* parents are involved
as long as /... provided that ...	*Driving bans work **as long as/provided that** breaking them means prison.* *means: on condition that*

Complete the second sentence using the word given. Make sure the meaning of both sentences is the same.

1 If we do not find alternatives to prison, prison populations will grow.
Unless alternatives to prison, prison populations will grow. **CAN**

2 Society will only reduce youth crime if it deals with gang culture.
Society will it deals with gang culture. **NOT**

3 Community service works only if it is well supervised.
Community service can work well supervised. **AS**

4 With the help of schools, the police can deal with anti-social behaviour.
The police can deal with anti-social behaviour help from schools. **PROVIDED**

5 Prisoners who get no help in finding jobs will re-offend.
Prisoners will re-offend in finding jobs. **UNLESS**

6 Prisoners' sentences should only be reduced if they behave well.
..... behave well, their sentences should be reduced. **THAT**

4 Work with another student.

- Say what you think should happen to the offender (person who breaks the rules).
- Say how the *victim might/will suffer* if someone:
 - uses someone else's credit card.
 - bullies someone at school.
 - runs away from a restaurant without paying.
 - causes a serious car accident while using a mobile phone.
 - starts smoking on an aeroplane.
 - climbs into someone's garden and swims in their pool.

EXAM FOCUS: IELTS Writing Paper (Academic) Task 2 Discursive essay

1 Tips for IELTS

1 **In the next section, you are going to write a Task 2 discursive essay. Look at the tips below and choose four things you need to improve on most.**

Test Tips

- Underline the key parts of the question. Make sure your answer deals with these.
- Be consistent but not repetitive in your argument. Don't begin every sentence with 'I'. Remember to use impersonal language.
- Use your time effectively. Make a short plan and give yourself time to read through your answer when you finish writing. You can then check for simple errors with spelling, grammar, missing words, etc.
- Make sure that your writing has a logical structure. Use this structure to plan your essay:
 Situation → Problem → Solution → Conclusion
- Make sure that you give examples and offer evidence to support what you are saying. Good examples help to persuade readers to agree with your arguments.
- In Task 2, you will be marked on
 Task response
 so answer all parts of the task, make points relevant and your argument clear.
 Coherence and cohesion
 so plan your writing and make clear links between paragraphs and points.
 Lexical resource
 so use a range of relevant vocabulary and think about words/phrases while you plan.
 Grammatical range and accuracy
 so use structures that are suitable for academic writing (e.g. impersonal structures), and make sure you use them accurately.
- Do **NOT** begin your essay by repeating the language of the question in the opening lines. Candidates who do this find it much harder to develop their own ideas.
- You must spend the full recommended time on this answer. It counts for twice as many marks as Task 1. Generally candidates who do not perform well in the test spend too little time on the task and candidates who do not write at least 250 words will lose marks.

Preparation Tips

- In the reading sections of this book there are many discursive texts. Look back at these and find useful language for talking about *situations, problems, solutions* and *conclusions.*
- The writing style of Task 2 is academic, discursive and impersonal. In your reading on different topics, make a note of language that seems useful to you in presenting and supporting arguments in this way. Make sure you read plenty of texts such as articles and editorials in newspapers or news websites where information is presented like this.
 This site gives links to English language newspapers around the world:
 http://www.onlinenewspapers.com/



1 You should spend about 40 minutes on this task.

Write about the following topic.

As more children become involved in crime at an early age, society must change the way it punishes them. For some violent young offenders youth prisons are the only option.

To what extent do you agree with this opinion?
You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

TASK 2

3 Thinking about the IELTS Practice Test

1 Look at this student's answer to the essay you wrote earlier with the title:

What causes young people to commit crimes and how should society deal with them?

Generally the examiner felt that this was a good answer on these points: *lexical resource, use of grammar* but there were weaker points with: *task response ('causes' part of essay), cohesion (conclusion not developed)*

Discuss with another student how these parts of the essay could be improved.

	Examiner's Comments
Today, there seem to be many new kinds of youth crime: vandalism, anti-social behaviour and joyriding. To understand what causes these crimes we need to look at how society is changing.	Good introduction
Society is very different today from fifty years ago.	No development: this sentence should be developed into a paragraph
If parents do not spend time with their children they do not know what they are doing. Children can feel neglected and when there are problems at home, children behave aggressively outside the home. This can lead to crimes such as vandalism, bullying and even mugging.	Good topic sentence and supporting sentences.
Children left alone by their parents are also more likely to become involved in gangs and drugs. Gangs can become a kind of substitute family and committing crimes such as burglary, car theft and assault are a way of proving your value to these gangs. Drugs seem to drive most crime: young people either get involved in the dangerous world of selling drugs or commit crimes to get money to buy them. As addiction increases so does crime.	well developed paragraph
When young people get into trouble, schools and the police need to investigate family situations and offer help. The police, however, must also be tough, particularly with young people involved in drug and gang crime. **There are a number of things they can do: fine the parents of young offenders, make young criminals do community service, and set up more prisons for young people.**	Good opening to this section
Time will tell which solutions and punishments work best.	weak evaluation of (very different) solutions Change/extend this conclusion

2 Now rewrite or add to the sections in bold to improve them.

4 What do you know about IELTS?

1 What do you now know about IELTS Writing Task 2? Answer these questions.

1 What is the minimum number of words you need to write?
2 How long should you spend on Task 2? What percentage of the total time for the Writing paper is this?
3 When you write this task what sort of reader should you have in mind?
4 Do candidates lose marks if they write less than the minimum number of words?
5 What are the four things you are marked on in Task 2?
6 Are you asked to present your own ideas and arguments in this part of the paper?
7 What are your main problems with discursive writing? How are you going to improve before the paper?

Units 5-8 Revision and Exam Practice

SPEAKING PART 2

1 The examiner will begin Part 2 of the test as follows:

Examiner: *Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?*

Then the examiner will give you some paper and a pencil for making notes.

Examiner: *I'd like you to describe a particular school holiday that you remember well. Here is your task card.*

> I'd like you to describe a particular school holiday you remember well.
>
> You should say:
> - *which school you were at*
> - *what happened during the school holiday*
> - *why it was different to other school holidays*
>
> and explain what you remember most about it.

After your one minute preparation time, you will begin your talk.

LISTENING SECTION 2

Questions 1-3

Choose the correct letter, A, B or C.

1 The people in the audience are now staying in
- **A** rooms in a hostel.
- **B** private homes.
- **C** a hotel.

2 If people want to share accommodation
- **A** it will be difficult to rent.
- **B** they need to decide this first.
- **C** they need to get a group of friends together.

3 The speaker says prices
- **A** are more expensive for single people.
- **B** vary according to several factors.
- **C** are always given in dollars.

Questions 4 and 5

Choose **TWO** letters, **A-E**.

Which **TWO** legal matters are mentioned?

A when to call the police
B the length of the period for renting
C how to change your contract
D how much the deposit is
E some of the landlord's duties

Questions 6-10

Complete the table below.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Renting details	
The price of furnished and unfurnished accommodation	almost **6)** for both kinds of accommodation
What's included in unfurnished accommodation	**7)** the e.g. a stove, a fridge, cupboards, etc
The best kind of heating to have	**8)**
The best way of finding accommodation	**9)**
What agencies charge	**10)** of first month's rent

READING (ACADEMIC)

You should spend about 20 minutes on Questions 1-13 which are based on the reading passage.

Questions 1-4

Look at the following terms (1-4) and the descriptions below. Match each term with the correct description **(A-E)**. Write the correct answer **(A-E)** in boxes 1-4 on your answer sheet.

1 brain scans
2 Wernicke's area
3 Brain Training
4 Sudoku

Descriptions

A a computer game
B an area of research
C a research tool
D a part of the brain
E a very popular game in Japan

Keep Your Brain Fit

First came Sudoku, the fiendishly addictive puzzle that time-wasters could reassure themselves was good for their brains. Now we've been hit by another Japanese craze – the 10 minute mental workout.

A portable computer game, *Professor Kawashima's Brain Training: How Old is Your Brain?* aims to be a personal fitness trainer for the mind. Ryuta Kawashima, a neuroscientist in Tohoku University in Japan, claims that by following a short programme of maths and language tests every day, users can keep their brains young and improve their long-term memory. The game is aimed primarily at people aged between 30 and 65.

Kawashima's animated head appears on the screen, warning "If you don't use your brain, it will age quickly. You'll have a brain with less power than the ideal brain age of 20. You'll get out of shape and weak. But don't worry. There is nothing to fear. You can train your brain just like your body."

Through 20 years of research into brain scans, Kawashima found that solving simple calculations and reading aloud stimulated five key areas of the brain including one that recognises the shape of numbers, and 'Wernicke's area', which recognises the meaning of words. His exercises are intended to increase the delivery of oxygen, blood and amino acids to the prefrontal cortex, boosting the brain's health.

'Brain training' involves nine tests to be completed against the clock. They include Sudoku, simple maths, memory and syllable tests, and reading aloud, which Kawashima says, does more to energise the brain than reading silently. The machine, which has touch screen and voice recognition technology, calculates the user's 'brain age' on the basis of their real age and their accuracy and speed in the tests. The better they perform, the closer their brain age will be to 20, when the brain is at its most dynamic.

Sudoku demonstrated the public's appetite for exercising their grey matter. Now, Kawashima's original book which was programmed on a Nintendo DS, a hand-held games console, has sold millions of copies worldwide.

Nintendo President Satoru Iwata says Nintendo may be regarded as "weird" for making brain puzzles while most developers "concentrated on murder, war, excessive violence or car racing". But Nintedo is determined to attract new users. "We really do not want to limit the potential customer base for Nintendo." he says. "We want to include current non-gamers, like women and senior citizens."

In fact, President Satoru Iwata personally guided the idea of a brain-enhancing game through production. It originally arose from a remark by a member of Nintendo's board of directors that he knew nobody his own age who played games. Mr Iwata sought Dr Kawashima's involvement, and the two men, both in their 50s, set about the challenge.

In contrast to most of today's multimillion-dollar blockbusters developed by huge teams over several years, *Brain Training* was developed in three months by a small team of eight.

Questions 5-8

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 5-8 on your answer sheet.

5 According to the article, Dr Kawashima is a neuroscientist who
- A is also a fitness trainer.
- B runs classes to help people improve their brain power.
- C works especially with middle-aged people.
- D designs exercises specifically to keep the brain fit.

6 Dr Kawashima believes that
- A brain power improves with age.
- B exercising the brain is good for it.
- C the brain functions in the same way as the body.
- D worrying decreases brain power.

7 According to the article, Dr Kawashima's research
- A is based on extensive reading.
- B involved stimulating the brain with oxygen.
- C was completed in 10 years.
- D found out what activated key areas of the brain.

8 *Brain Training* has been designed to
- A focus on building a particular skill.
- B present the user with a range of challenges.
- C function as a clock as well as a game.
- D show the benefits of reading aloud.

Questions 9-13

Do the following statements agree with the information given in the reading passage?
In boxes 9-13 on your answer sheet, write

TRUE	**if the statement agrees with the information**
FALSE	**if the statement contradicts the information**
NOT GIVEN	**if there is no information on this**

9 *Brain Training* is more popular than Sudoku.
10 President Iwata thinks Nintendo should focus on developing new versions of existing games.
11 President Iwata wants to attract new kinds of customers to Nintendo's products.
12 A colleague's comment got President Iwata interested in developing *Brain Training*.
13 Dr Kawashima and President Iwata are both 50.

WRITING (ACADEMIC) TASK 2

1 You should spend about 40 minutes on this task.

Write about the following topic.

We cannot solve youth crime just by punishing young offenders. We have to look at what makes young people commit crimes and deal with these causes. The government, schools and parents all have a role to play in this.

To what extent do you agree with this opinion? You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

9 Free time and entertainment

IELTS Paper focus:	Speaking
Vocabulary focus:	Words/Phrases for free time and entertainment, collocations
Skills focus:	Expanding on ideas
Grammar focus:	Second Conditional, present wishes and regrets
Exam focus:	Speaking Test Part 3 Discussion

VOCABULARY FOCUS

1 Match a verb to the two words/phrases it is used with on the right to make a collocation.

1	go
2	do
3	watch
4	get
5	make
6	play
7	surf
8	stay
9	spend
10	see

A	time/money (on)
B	the Internet/channels
C	sports/exercise
D	dinner/calls to friends
E	home/up late
F	TV/films
G	dancing/walking
H	computer games/chess
I	friends/what's on
J	tickets for something/people round











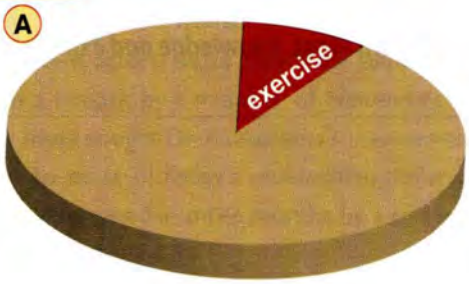


2 Circle four or five activities in Ex. 1 that are important in your free time. Tell another student about them.

3 Use pie chart A to indicate the amount of your free time you spend doing your main free time activities. Then complete B showing how you would like to divide up your free time in an ideal world.

Actual

A



Ideal

B

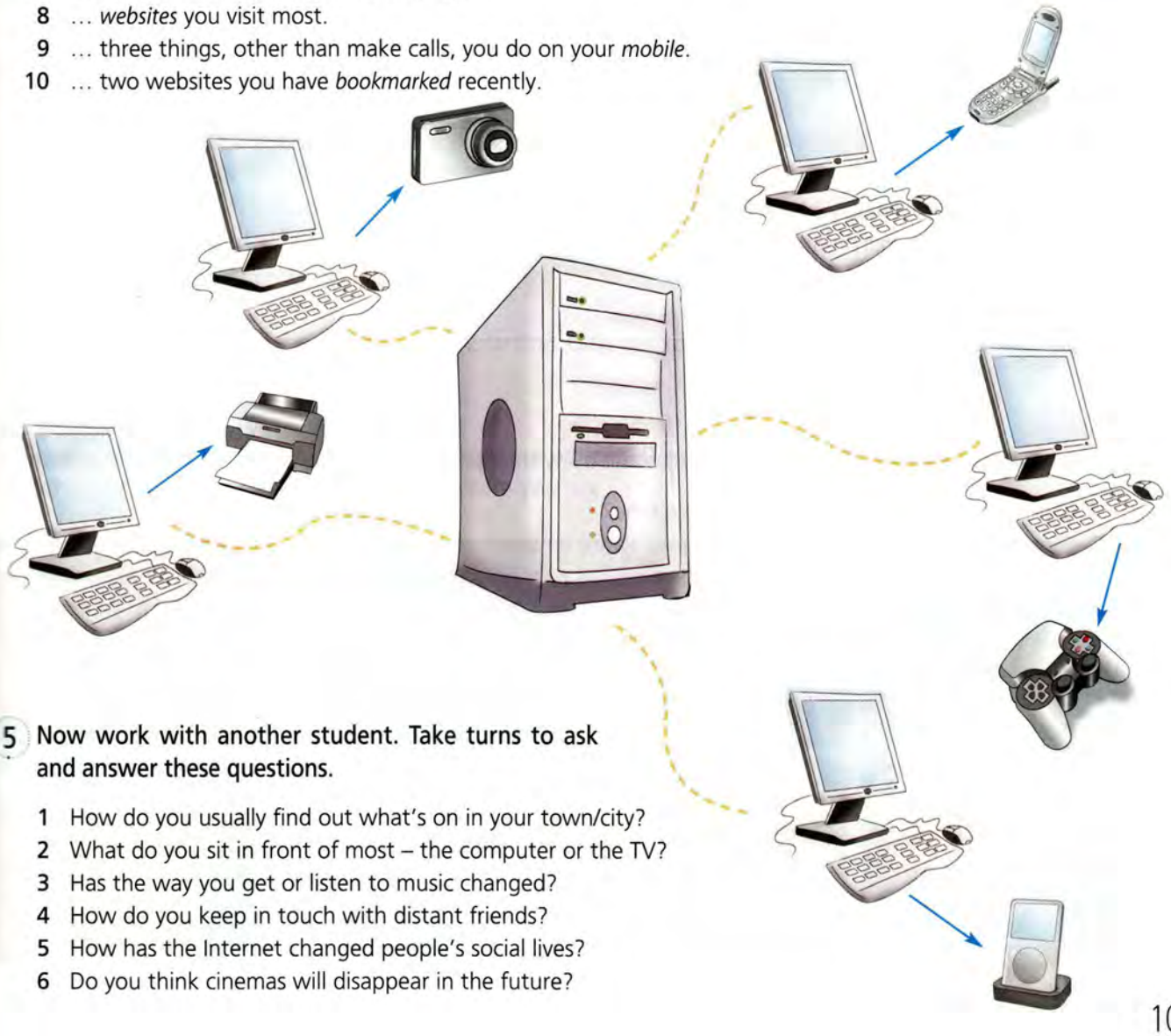


Discuss your two diagrams with another student. Use the language in the box to help you.

saying how things are ...	*saying how you'd like things to be ...*
I spend most of ...	It would be nice to ...
As things are, I don't actually ...	If I had more time, I'd ...
I never seem to find time to ...	I wish I could ...
I really love ...	Ideally, I'd like to ...

4 Is your free time becoming e-time? Tell another student about ...

1 ... something you regularly *download*.
2 ... things you sometimes *upload*.
3 ... people you regularly *text*.
4 ... how you use *instant messaging*.
5 ... things you *buy online*.
6 ... what you use *e-mail* for.
7 ... *social networking* groups you belong to.
8 ... *websites* you visit most.
9 ... three things, other than make calls, you do on your *mobile*.
10 ... two websites you have *bookmarked* recently.



5 Now work with another student. Take turns to ask and answer these questions.

1 How do you usually find out what's on in your town/city?
2 What do you sit in front of most – the computer or the TV?
3 Has the way you get or listen to music changed?
4 How do you keep in touch with distant friends?
5 How has the Internet changed people's social lives?
6 Do you think cinemas will disappear in the future?

SKILLS FOCUS: Expanding on ideas

In Part 3 of the IELTS Speaking test you will be asked general and more abstract questions. You are required to *offer your opinions* and to *speculate* about things in an extended way.

An extended answer will usually involve 3 clear phases. Look at the candidate's answer to the question below and notice the three different phases.
Do you think young people spend too much time on the computer?

I suppose nowadays they do ... I mean there is just so much you can do on a computer. It's not just for homework and things for school, there's all the social and entertainment stuff too: watching film trailers and listening to music, messaging friends ... exploring websites ... I spend hours online ... *but perhaps I should get out more.*

- Phase 1 (opening): *direct short response to question*
- Phase 2 (extension/detail): *giving thoughts, reasons, examples, explanations, opinions, speculating*
- Phase 3 (closing): *short final thought*

Opening

It's a good idea to link *short responses* to the examiner's questions with words such as: ***it***, ***so***, ***do***, ***they***, etc.
Look at the examples:
Do you think life is easy for young people today?

- *No, I don't think **so** ...*
- *Yes, I **do** ...*
- ***It** is for some ...*

Are young people influenced too much by television?

- *People say **so** ... but I'm not sure ...*
- *I think **it** is a problem ...*
- *I think **they** can be ...*

1 **Work with another student. Take turns to come up with appropriate short responses to these questions.**

1 Do you do anything creative in your free time?
2 Do you think most people have the right balance between work and leisure?
3 Do you think young people are less active nowadays than they used to be?
4 Do parents need to monitor how children spend their free time?
5 Has the computer changed the way people socialise?
6 Is reality TV a good or a bad thing?

Extension/Detail

Extending answers will usually mean giving *details*, explaining *different views* and offering *opinion/speculation.* In extending your answers, it helps to talk about ***different views***. This will give you more to say and shape your answer. For example, you might discuss/contrast these ***views*** in these ways:

personal and general

I think *most people* ... but *personally I* ...

rule and exception

I think *as a rule* ... *The only exception to this* I suppose is ...

real and ideal

Ideally, more people *would* ... but the *way things are* ...

true and false

It's just *not true that* ... *Basically*, you have to ...

2 Look at these examples and think of two more examples to match each category above.

A Of course, *I'd love to* ... but *practically speaking* ...
B It's *usually* better ... *In some circumstances*, though ...
C *Generally speaking*, it's good to ... *In my experience*, though ...
D People who say ... are *wrong*. *In reality*, ...
E *On the whole*, people prefer ... but *there are a few* ...
F *I wish it wasn't* like this ... but *in today's world* ...
G *Most people* expect ... but *in my view* ...
H *It's nonsense* to say ... what we *actually* need ...

3 Now complete each of the phrases in Ex. 2 so that each one expresses something you think/feel. Then share these with another student.

4 Look at these different entertainment/socialising options. Discuss how popular these options are and which ones are the best *value for money* where you live.



Offering opinions and speculating

When you give extended answers you often need to offer opinions and support and justify them. Other answers will require you to speculate about how things *will/could* or *should* be.

Offering opinions	In my *opinion* I *feel* that and I'm *convinced* that ...
Supporting/Justifying opinions	This happens *because* and *that's why* ... It's *the same/different for* ...
Speculating	The situation is *likely/unlikely to* ... I *can't see* things ... It *might/could* improve ... but I'm not so sure.

5 **Work in pairs. Share opinions on these questions. Support/Justify your views and speculate about how things might change.**

1 Do families spend a lot of time together where you live?
2 Should schools offer more after-school activities?
3 Is the quality of films getting better or worse?
4 Do you think life is becoming more stressful?
5 Are sports an important way of socialising in your country?

Closing

You usually indicate to the person you are talking to that you have finished your turn by giving *short final thoughts*.

6 **Listen to the people on the recording finishing their turns. Does their intonation rise or fall?**

1 ... things are changing **though**.
2 ... I **suppose** I just don't really have a routine.
3 ... **perhaps** university will be different.
4 ... that's what most of my friends do **at least**.
5 ... **maybe** I'll join a gym or something, **I'll see**.
6 ... **anyway**, I can relax when exams are over.

Now listen again and repeat.

7 **The words in bold in Ex. 6 are common in short closing remarks. Discuss with another student what they mean and think about how you would say them in your own language.**

8 **Work with another student. Practise answering these questions with a clear opening (short response), extension and closing (final comment).**

1 Have your interests changed as you've got older?
2 Do you think video games are bad for children?
3 Do you think people have less time for hobbies nowadays?
4 What kind of leisure facilities would you like in your community?
5 Should people have to pay to get into museums?

GRAMMAR FOCUS: Second conditional, present wishes and regrets

GR p. 206-207

main clause: **would + bare infinitive**	if clause: **past simple**

*e.g. People **would** go out more if everything **wasn't** so expensive.*

We use the second conditional form in English to talk about 'unreal' situations that are less likely or unlikely to happen.

A It **would** be great to go *if* we **could** get tickets (... but it *will* be difficult)
B **I'd watch** more TV *if* there **were** more documentaries on (but there *are* not)
C *If* you **went** out more, you**'d feel** a lot better (but you *don't go* out)

1 Rewrite the following using the *second conditional*.

1 Get an MP3 player and you can listen to hundreds of tracks.
.....
.....

2 I want to go to the match, but I can't afford the ticket.
.....
.....

3 You're so unfit because you never walk anywhere.
.....
.....

4 Joining a gym is a way for you to meet some people.
.....
.....

5 His films are too sophisticated to attract a wide audience.
.....
.....

6 They're no fun to be with because they're always so tired.
.....
.....

2 Answer these questions using a *second conditional form*. Use the correct form of the verbs in brackets in your answer.

1 Are there too many reality shows on TV? **(be/be)**
It nice if there fewer.

2 Is keeping fit something that you care about? **(do/have)**
Definitely. I a lot more exercise if I the time.

3 What is a good age to retire from work? **(can/like)**
If I, I to be able to retire at 50.

4 Are there other things you'd like to do in your free time? **(be/like)**
If it possible, I to join a golf club.

5 Is eating out an important part of social life in your country? **(be/can)**
It if more people afford it.

6 Do you download film trailers and music from the Internet? **(do/have)**
I if I a better computer.

7 Should museums be free for young people? **(encourage/be)**
It more people to go, if they

8 Would you like to work from home? **(waste/do)**
I think I a lot of time if I

Work with another student. Take turns to ask and answer the questions in Ex. 2. Extend your answers by explaining your views.

Present wishes and regrets

We can use a similar pattern of tenses to the second conditional to express *wishes* and *regrets* about present situations with **I wish** and **if only**:
I wish the theatre **were** cheaper – **I'd** go a lot more often.
If only the event **finished** earlier, we**'d** be able to get back home.
I wish there **wasn't** so much reality TV – then we **might** get more quality programmes.

I wish and **If only** can also be used to express *wishes and regrets* without the **'would'** clause.
I wish more people **spoke** foreign languages ... It's a pity they don't.
If only it **were** Friday.

Note that ***hope*** is followed by a different grammatical structure to wish:
I hope (that) there**'s** a good film on. (**not *I wish...***)
I hope the situation **will** improve. (**not *I wish...***)
I hope **to have** a bit more free time next year. (**not *I wish...***)

3 Match A to B to make complete sentences.

A	B
1 I wish they ...	A wasn't so expensive – I'd go all the time.
2 I hope there ...	B get the chance to go to their next concert.
3 I wish there ...	C didn't have to come with us.
4 If only it ...	D will be greener alternatives in the future.
5 I hope to ...	E could find something else for myself to do.
6 I hope she ...	F aren't more things to do.
7 I wish I ...	G were more clubs I could join.
8 It's a pity there ...	H can relax after all the stress.

4 Complete each response with *one word*.

1 Would you like to do more sport?
I wish I
2 Are you going anywhere this weekend?
I hope I
3 Does the government help students financially?
I wish it
4 Are things going to get better?
I hope
5 Do you think the situation will get worse?
I hope it
6 Do people need money to enjoy their leisure time?
I wish they, but they do.
7 Do you go out every weekend?
If only I, but I can't afford to.
8 How would you ideally like to spend your free time?
I just wish I more free time.

Now listen and see if you were correct.

5 Look at these pictures that show how different people spend their free time.



Without mentioning the picture, write down a simple *wish* or *hope* for each one.
e.g. I wish I knew how to use one.

Tell your hopes/wishes to another student. They have to guess what picture you are talking about.
e.g. You are talking about a computer.

EXAM FOCUS: IELTS Speaking Test Part 3 Discussion

1 Tips for IELTS

1 **In Part 3 of the Speaking test (discussion), you will answer general and more abstract questions. You will be expected to extend your answers by explaining your views. Look at these tips for Speaking Part 3. Tell another student which two you need to think about most.**

Test Tips

- If you do not understand a question, ask the examiner to repeat/clarify it.
 It is better to do this before you start answering so you do not lose your way in your answer.
- Keep talking. Add things to your answers to extend them e.g. ***it is also true / Another point is ... / and I think that's why ...***
- In each response, make *at least two or three relevant* points. Clearly show when you are moving on/ changing subject. e.g. ***I also feel ...***
- Do not simply answer '***I think ...***' to each question. Talk about *different views* in your answers e.g. what other people think, how you used to feel, etc. This will give you more to say.
- Remember there is no 'right' answer to these questions. Offer your own thoughts and examples from your own experience.
- In the IELTS Speaking test, you will be assessed on
 Fluency and coherence:
 so speak at a *natural speed* and link your ideas well.
 Lexical resource:
 so use a good range of *relevant* vocabulary to talk about the topics.
 Grammatical accuracy and range:
 so use a *range* of accurate language.
 Pronunciation:
 so be accurate with your *word stress*, *intonation*, *sentence stress* and *individual sounds.*

Preparation Tips

- Listen to radio programmes where guests are interviewed on topical matters and current affairs. Note particularly how they open and close their turns.
- Make time with other students to practise answering questions like those in Part 3. Also use the telephone and instant messaging to practise asking and answering questions like this with friends.
- Practise saying words that you find it difficult to pronounce in this unit both on their own and in a sentence. Use a pronunciation dictionary to help you. Record these words and ask your teacher to listen to the recording.

2 IELTS Practice Test

1 **The examiner will begin Part 3 by making a link to Part 2 and moving on:**

Now we've been talking about the way people spend their free time and I'd like to ask you some more general questions about this ...

The examiner will then ask questions on 2 or 3 sub-themes around this general topic.

Work with another student. Take turns being the examiner and candidate with each set of questions.

Let's first consider *the relationship between work and free time ...*
- How do people typically relax after work in your country?
- How easy is it to get a good balance between work and free time?
- Do you think people who work from home have more free time?

Let's move on to talk about *technology and leisure time ...*
- Do TV and modern media dominate leisure time nowadays?
- Does modern technology make people less active today?
- Is using the Internet a good way to socialise?

And finally let's talk about *free time for people of different ages ...*
- Is it safe for young people to go out alone where you live?
- Do older and younger people socialise well together?
- What would be a good age to retire at?

3 Thinking about the IELTS Practice Test

1 **Listen to this extract from Part 3 of a Speaking test. The candidate is answering questions on *leisure time*. Listen to the extract and answer the questions.**

In talking about the topic does the candidate generally:
- speak with little hesitation?
- make clear connections between ideas?
- use accurate and appropriate vocabulary?
- communicate effectively using different structures?
- speak clearly so she is easily understood?

2 **The examiner will assess the points in Ex. 1 in a candidate's speaking performance. Now look at the tapescript of the extract at the back of the book.**

Work with another student. Find one example of good performance and one example of weaker performance for each of these points:
- making clear connections between ideas
- using accurate and appropriate vocabulary
- communicating effectively using different structures

4 What do you know about IELTS?

1 **What do you know about IELTS Speaking Part 3? Answer these questions.**

1 Is the topic of your long turn in Part 2 connected to the topic of the questions in Part 3?
2 Does the examiner comment in detail on your answers?
3 Are the questions in Part 3 more abstract than Part 1?
4 Are you expected to justify and explain your answers?
5 What are the four things you are assessed on in the Speaking Test?
6 How long is the whole speaking test?
7 What are you going to do to prepare for this part of the test?

10 Jobs

IELTS Paper focus:	Listening
Vocabulary focus:	Words/Phrases for jobs, collocations, word stress
Skills focus:	Listening for attitude, listening for detail
Grammar focus:	The gerund
Exam focus:	Listening Paper Section 3 Sentence completion, summary completion

VOCABULARY FOCUS

1 Write a list of six jobs you know in English. Compare your list with another student's.

2 Nouns which describe what a person is/does as a job often end in: ***-er***, ***-ess***, ***-or***, ***-ist***, ***-ian*** or are a *compound noun* with *man/woman/person.*

e.g. teacher, actress, professor, receptionist, politician, postman, businesswoman

What are the names of the jobs for the people who do these things?

someone who …

- works in sales
- manages people
- works with computer technology
- runs a pharmacy
- teaches people to drive
- acts on TV/in film (female)
- decorates homes
- lectures at a university
- makes/plays music
- is the female head of a school
- writes for a newspaper
- looks after and mends your teeth

Can you think of one more job for each of these endings?

3 What jobs might these people be doing? Think of at least 3 for each picture.









4 Which area would you like to work in? Tick (✓) those that interest you.

Accounting	☐	Education	☐	Travel/Tourism	☐
Administration	☐	Engineering	☐	Media	☐
Business	☐	Health	☐	Public sector	☐
Care and nursing	☐	Human resources	☐	Sales	☐
Hotel industry	☐	Insurance	☐	Secretarial	☐
Cleaning	☐	IT	☐	Security	☐
Construction	☐	Leisure	☐	Transport	☐
Creative and graphics	☐	Marketing	☐	(Other) ... what?	☐

Discuss your answers with a partner. Use these expressions to help you: *I'd like to/I wouldn't like to work in ... because*, and phrases from the box below.

- it is well/poorly paid.
- it leads to other things/has no future.
- it is challenging/repetitive/demanding/easy/interesting/boring/secure/insecure.
- the hours are good/long.
- (other)

5 Match the job to the area in Ex. 4.

1 Travel agent
2 Flight attendant
3 Cook
4 Designer
5 Builder
6 Engineer
7 Journalist
8 Labourer
9 Mechanic
10 Nurse
11 Porter
12 Programmer
13 Barman
14 Sales assistant
15 Driver
16 Waiter

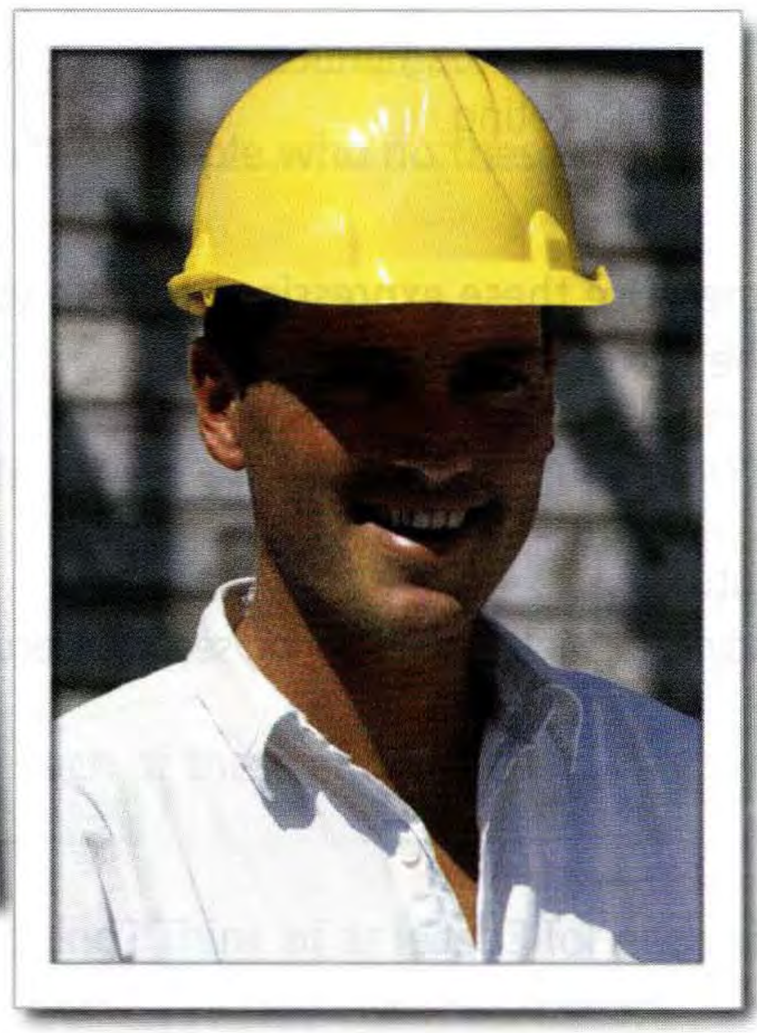
6 Underline the main stress in the words in Ex 5. How do you pronounce the syllables that aren't stressed?

Listen to find out. The non-stressed syllables get shortened when spoken, or even left out. Now listen again and repeat.

7 🎧 **Look at these pairs of words and underline the one you hear.**

1 nursing/nurse
2 engineering/engineer
3 travel agent/travel agency
4 security/security guard
5 builder/building
6 designer/design
7 secretary/secretarial
8 journalism/journalist
9 cleaner/cleaning
10 waiter/waitress
11 cook/cooking
12 programme/programmer







8 🎧 **Listen to the questions about jobs and write down your answers. Then spell your answers to another student.**

9 **Match these collocations about jobs. NB Some words collocate more than once.**

1 to apply for	A letter/form
2 a job	B shift work
3 an application	C the sack
4 to fill in	D promoted
5 to do	E a part-time job
6 to get	F an application form
	G vacancy

10 **Write down all the new words from this section in your vocabulary record.**

11 **Talk about a job you have had or a job you would like to have. Explain what it involves, why you liked/would like it, and how to apply for it. Use the words and expressions in this section to help you.**

SKILLS FOCUS: Listening for attitude and listening for detail

Listening for attitude

1 Listen to these people speaking about their jobs. How do they feel about them? Match the speakers to these adjectives.

Speaker 1	a angry
Speaker 2	b excited
Speaker 3	c confident
Speaker 4	d worried
Speaker 5	e bored
Speaker 6	f tired

How did you know what the speaker's attitude was? Was it because of their words or because of their intonation or both?

Listen again to decide.

2 Listen to this sentence said with these different intonations: excited, surprised, patient, unhappy, satisfied.

It's a job in a restaurant kitchen, helping the chef.

Now listen and repeat in the different intonations.

3 Another way of showing attitude is by emphasising certain words in sentences. This is called *sentence stress*. Listen to these speakers and answer the questions about what they are emphasising.

1 The girl is emphasising
 - a the quality of her job.
 - b how long she's had the job.
 - c how difficult her job is.

2 The man is emphasising
 - a the employee's duties.
 - b that the start is very early.
 - c the exact starting time.

3 The woman is emphasising
 - a the number of customers.
 - b that the salary can change.
 - c the amount of the salary.

4 The girl is emphasising
 - a the importance of organising.
 - b the three parts to the job.
 - c the most important part of the job.

5 The boy is emphasising
 - a how energetic he is.
 - b the importance of people.
 - c job requirements.

6 The boy is emphasising
 - a what the boss is like.
 - b how much the boss watches you.
 - c who the boss is.

Now listen to these same sentences again and repeat them paying attention to your sentence stress.

In Section 3 of IELTS Listening you are sometimes asked questions about people's attitudes or feelings. To get the answer, listen to their words, their intonation and their sentence stress.

Listening for detail

4 🎧 **Listen to a sentence and answer the two questions.**

1 Where does he work?
2 What does his job involve?

Which question requires you to understand just a few words of specific information?
Which question requires you to understand the information in the whole sentence?

> Question 1 requires listening for specific information and question 2 requires listening for detail. You can see there is a difference between these two kinds of listening. When we listen for detail, we need to understand the information provided by a group of words, a whole sentence or several sentences, rather than just focus on a word or a few words. Listening for detail is often tested in Section 3 of IELTS Listening.

5 🎧 **Now listen to a girl talking about how she got a job and answer the questions, all of which require listening for detail.**

1 What did the speaker have to do before she got the job?
 - **a** send an email
 - **b** write an application letter
 - **c** go through several stages

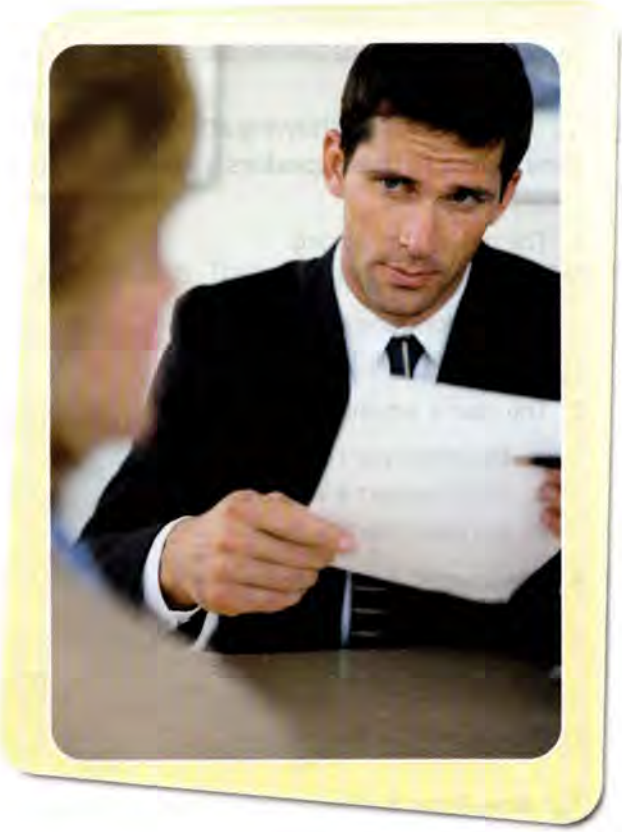
2 How many stages were there in the application process?
 - **a** 1
 - **b** 2
 - **c** 3

3 Why was the speaker nervous at the interview?
 - **a** she was young
 - **b** several people interviewed her
 - **c** the questions were difficult

4 How confident was the speaker that she had got the job?
 - **a** very confident
 - **b** not very confident
 - **c** not confident at all

5 How did she find out that she'd got the job?
 - **a** by post
 - **b** by email
 - **c** by phone

6 What two things did the email tell her about the job?
 - **a** her salary and start date
 - **b** her success and start date
 - **c** her success and salary



GRAMMAR FOCUS: The gerund

GR p. 207

1 Read this short text, and answer these questions.

- Are the underlined words all gerunds?
- How do you make the gerund?
- Where in the text is the gerund used:
 - as the subject of a verb?
 - as the object of a verb?
 - after a preposition?

Some people enjoy working. They're lucky. Spending over half your life on something you didn't like would be sad. But some people are good at enjoying whatever they do. They have the right attitude and they don't worry about doing repetitive or hard jobs because they know that working means money or gaining experience. They have the right attitude, but I often don't. I sometimes leave jobs if I don't like them after working in them for only a few weeks.

2 How would you say examples a, b, and c in the box in your language? Would you use a gerund?

Gerunds are very common in English. They are mainly used

a when verbs are the subject of a sentence *e.g. working means money*
b when verbs follow a preposition *e.g. good at enjoying; after working in them*
c when verbs follow certain other verbs as objects *e.g. Some people enjoy working.*

3 Verbs as the subject of a sentence.
Complete these sentences about jobs with a suitable verb.

1 at night can be hard, but it can also be fun and pay well.
2 at a desk all day doesn't give you any exercise and isn't good for you.
3 the sack can be really bad news, especially if you've had no warning.
4 able to deal well with other people is important in many jobs.
5 a bad boss can make work difficult.

4 Verbs following a preposition
Complete each of these sentences about the cartoon then compare your answers.

- The man/woman is good at/bad at/interested in/bored with ...
- After/In spite of/Instead of/Because of ... the man/woman ...
- The man/woman should think about/give up ...



5 Verb + verb as object (gerund)

In English, when verbs follow certain other verbs they must be in the gerund form *e.g. I dislike working in noisy places; he stopped writing and started speaking*. Here is a list of some of these verbs:

enjoy	feel like	avoid	suggest	imagine	stop
start	finish	can't help	hate	mind	

Complete this email by choosing a verb from the box above and using the right form of the verb in brackets.

Subject: Working at night

When I first **1)** **(work)** at night in an all-night restaurant kitchen, I couldn't **2)** **(feel)** depressed about it. I **3)** **(go)** to the restaurant in the dark, and not seeing my friends because of their different schedules. In fact, I thought about leaving the job, but I really needed the money. Then my friend Tom **4)** **(get)** a job at the same place, so we could keep one another company. That was great. We did everything together like travelling, starting at the same time, washing the dishes. It was fun and I soon **5)** **(work)** at night when everyone else was asleep. It made me feel kind of special. But then Tom got ill, so he **6)** **(work)**. Luckily, by this time I didn't **7)** **(do)** all those things by myself as I'd got used to it all. But I still love my day off when I can meet up with my friends, lead a normal life and go to bed at a normal time.

6 Complete the second sentence so it means the same as the first sentence.

1 'I work long hours but it's OK' Tom said.
Tom said he didn't mind

2 First I worked as a barman, then I got a job as a cook.
After I got a job as a cook.

3 I spent hours filling in those applications forms.
..... took me a really long time.

4 He just can't type well. He makes lots of mistakes.
He's not good without

5 I worked very long hours but earned almost nothing.
In spite of I earned almost nothing.

6 Checking my emails stopped me working properly, so I gave it up.
I gave up as it stopped me working properly.

7 The only way to get better at something new is to practise it.
..... new things helps you get better at them.

8 'Working on computer programmes is great. It's really interesting', Jan said.
Jan said she was really interested in

7 Explain to classmates what job you are/might be good/bad at doing, and what you like/dislike/avoid/practise/can't help doing in a job.

EXAM FOCUS: IELTS Listening Paper Section 3
Sentence completion, summary completion

1 Tips for IELTS

1 On the next page, there is a practice test for Listening Section 3. Here are some tips for this section. Tick (✓) the tips that you need to practise most.

Test Tips

- Always read the instructions carefully. What **exactly** must you do? You lose marks if you don't follow the instructions.
- Try to work out from the questions if you need to listen for specific information or for detail. Then only listen in the way the question requires. You may get confused or lost if you listen in the wrong way. Questions that require specific listening usually ask for names, dates, or numbers.
- **Sentence and summary completion tasks**
 - Never answer with more than the stated number of words. **NB** Hyphenated words count as single words and contracted words aren't tested.
 - Write numbers as words or figures.
 - Use American or British spelling.
 - Write in capitals or lower case.
- Answer on your question paper as you listen. After hearing the whole test, you will need to transfer your answers to an answer sheet.
- Become familiar with and understand how to complete the answer sheet. See a copy of the answer sheet at the back of the book.
- If you want to change your answer on the answer sheet, cross out or rub out your first answer very clearly. If your answer sheet seems to give two answers you will lose marks.
- Sometimes candidates become anxious in the listening exam because they don't know how a task works or don't understand the instructions. Make sure you are familiar with all the types of listening tasks before you do the test. Read the information about the IELTS exam on pages 4-6 of this book and look at the official IELTS website: http://www.teachers.cambridgeesol.org/ts/exams/academicenglish/ielts/listening

Preparation Tips

- Learn this spelling rule:
 Before adding an ending (e.g. **-er/-ed/-est/-y/-able/-ing**) to words with more than one syllable that end in a single consonant sound, we double the final consonant if the vowel sound before the final consonant is stressed and short.
 e.g. permit → permitted
 begin → beginning
 refer → referral
 forbid → forbidden
 Notice that this rule doesn't work with two syllable words in which the stress is not on the last syllable, or the vowel sound before the consonant is long.
 e.g. open → opening
 cover → covered
 happen → happening
 complain → complaining
- Become an excellent speller as you study for the IELTS exam – test yourself on words that are a problem for you.
- Listen outside class to anything and everything you can in English: songs, TV, DVDs, radio, YouTube, podcasts, etc, and to a range of accents.
 Sometimes, just listen for pleasure without focusing on the language. At other times, you could listen and try practising listening for detail or specific information, or listen for language such as contractions, weak forms, emphasis, sentence stress and intonation.

Questions 1 and 2

Complete the sentences below.
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

1 David needs to give a presentation for his next week.

2 Paula's presentation was on the topic of

Questions 3-8

Complete the notes below.
Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Tips on using Powerpoint to give a presentation

- Keep the text on each slide short – no more than **3)** lines.
- Don't use **4)** animation. It distracts your audience.
- Keep fonts, colours and backgrounds **5)** Too many just distract your audience.
- Be aware of your **6)** and use it well. Where you stand, your gestures and eye-contact are really important.
- Use visuals when appropriate – they can communicate some things **7)** than words.
- Always do a **8)** before the actual presentation, then make any improvements you need.

Questions 9 and 10

Choose the correct letter, **A**, **B** or **C**.

9 How does Paula feel about the idea of using video and audio links?
- **A** miserable
- **B** interested
- **C** nervous

10 What does David think of Paula's idea of giving one another feedback?
- **A** He likes it.
- **B** He thinks it's a waste of time.
- **C** He's afraid it's too demanding.

3 Thinking about the IELTS Practice Test

1 Read the recording on page 217 of the practice test. Listen to it at the same time and underline the answers.

2 In which questions did you need to listen for specific information, listen for detail or listen for attitude?

3 Look at the instructions for each task. What exactly did they ask you to do? Did you do it?

4 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 bilding corse
2 the First Aid
3 too
4 a lot of
5 to be simple
6 body langauges
7 more clearlyer
8 practise-run
9
10 A and C

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Listening? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

5 Look at your answers to the practice test then tell the class all you now know about using powerpoint.

6 Look at the recording script at the back of the book and note down any interesting new vocabulary or grammar it contains.

4 What do you know about IELTS?

1 What do you know about IELTS Listening Section 3? Answer these questions.

1 How many people do you listen to in Section 3?
2 What kind of speaking do you listen to in Section 3?
3 What listening skills are tested in Section 3?
4 How many questions are there in Section 3?
5 What kind of accents may you have to listen to?
6 What kind of topics does Section 3 focus on?
7 What are you going to do to prepare yourself for IELTS Listening Section 3?

11 Working in business

IELTS Paper focus:	Reading (Academic)
Vocabulary focus:	Words/Phrases for working in business, collocations, word stress, prefixes
Skills focus:	Reading for main ideas
Grammar focus:	*May, might, could, should, ought to*
Exam focus:	Reading Paper (Academic) Passages 2 & 3 Matching headings, matching sentence endings

VOCABULARY FOCUS

1 Which of these people would you like to work for as your boss? Discuss.





2 Which, if any, of these adjectives describe the bosses in these pictures?

efficient	supportive	bossy	understanding	confident
friendly	firm	encouraging	fair	considerate

3 **What is a good boss like? Put a tick (✓) against the statements you agree with and an (✗) against those you disagree with.**

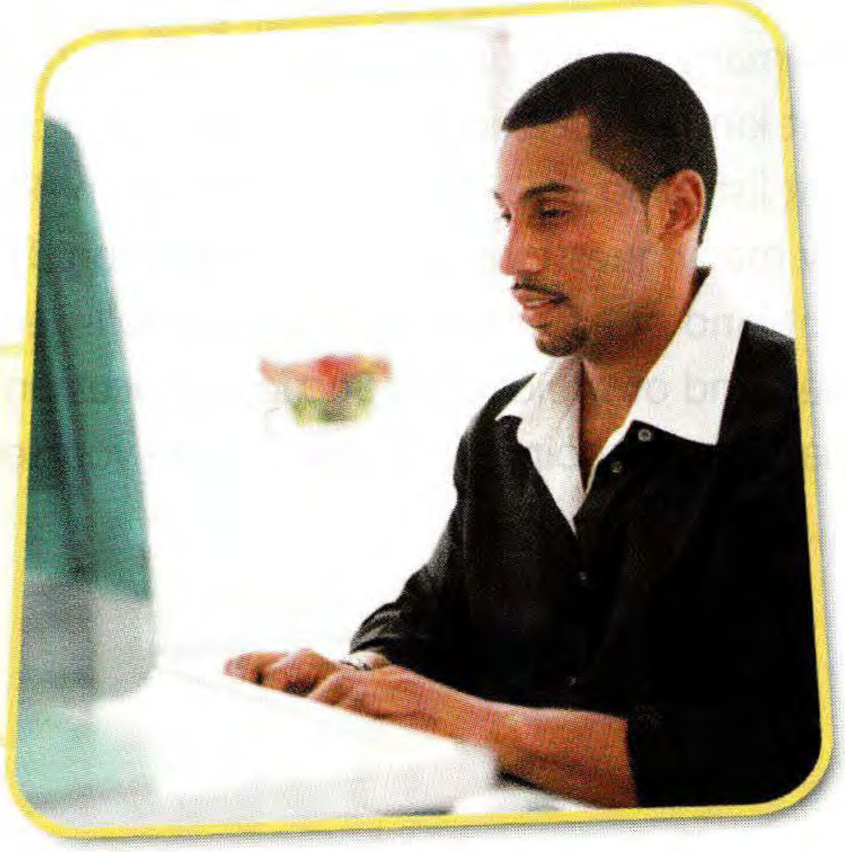
A good boss:

1 asks for employees' opinions. ☐
2 tells you exactly what to do and how to do it. ☐
3 sets fair deadlines. ☐
4 listens to staff and tries to motivate them. ☐
5 tries to build a personal relationship with each member of the staff. ☐

Discuss and explain your opinions.

4 **What about a good employee? Tick (✓) the words which, in your opinion, describe a good employee.**

1 punctual
2 creative
3 dynamic
4 a team player
5 reliable
6 obedient
7 smart
8 careful
9 kind



5 Match 1-8 to **A-H** to make collocations about business. NB Some verbs collocate with more than one noun.

1 to take	A a problem
2 to set	B promoted
3 to solve	C clients
4 to get	D a target
5 to achieve	E orders
6 to give	F a deadline
7 to meet	G a meeting
8 to attend	H feedback

6 Mark the stress on the words in Exs. 2 and 4. Then listen to check your answers.

7 Could your classmate be a good employee? Ask him/her questions using the words in Exs. 2, 4 and 5.

e.g. Are you efficient/ bossy/ supportive? Are you good at giving/taking orders?

8 Here are some prefixes. Match them and their examples to the meanings.

Prefixes

In English, we often make new words by adding prefixes (word parts that are added to the beginning of a word e.g. un/mis). A prefix changes the meaning of the word. e.g. ***mis* + *understand* → *misunderstand***.
If you can spot the prefixes in a word you can often work out what the word means. What do you think these words mean: *unable, disorganised, mistreat, reappear*?

Prefix		Meaning
mis-	*e.g. misunderstand*	not
sub-	*e.g. substandard*	above/too much
un-	*e.g. unavailable*	below
dis-	*e.g. disagree*	wrongly/badly
re-	*e.g. rewrite*	across/through
im-	*e.g. impolite*	between
il-	*e.g. illegal*	under
ir-	*e.g. irresponsible*	again
in-	*e.g. incapable*	against
under-	*e.g. underachieve*	too little
over-	*e.g. overestimate*	
trans-	*e.g. transnational*	
inter-	*e.g. interaction*	
anti-	*e.g. anti-war*	

Add more examples, then compare your answers with another student.

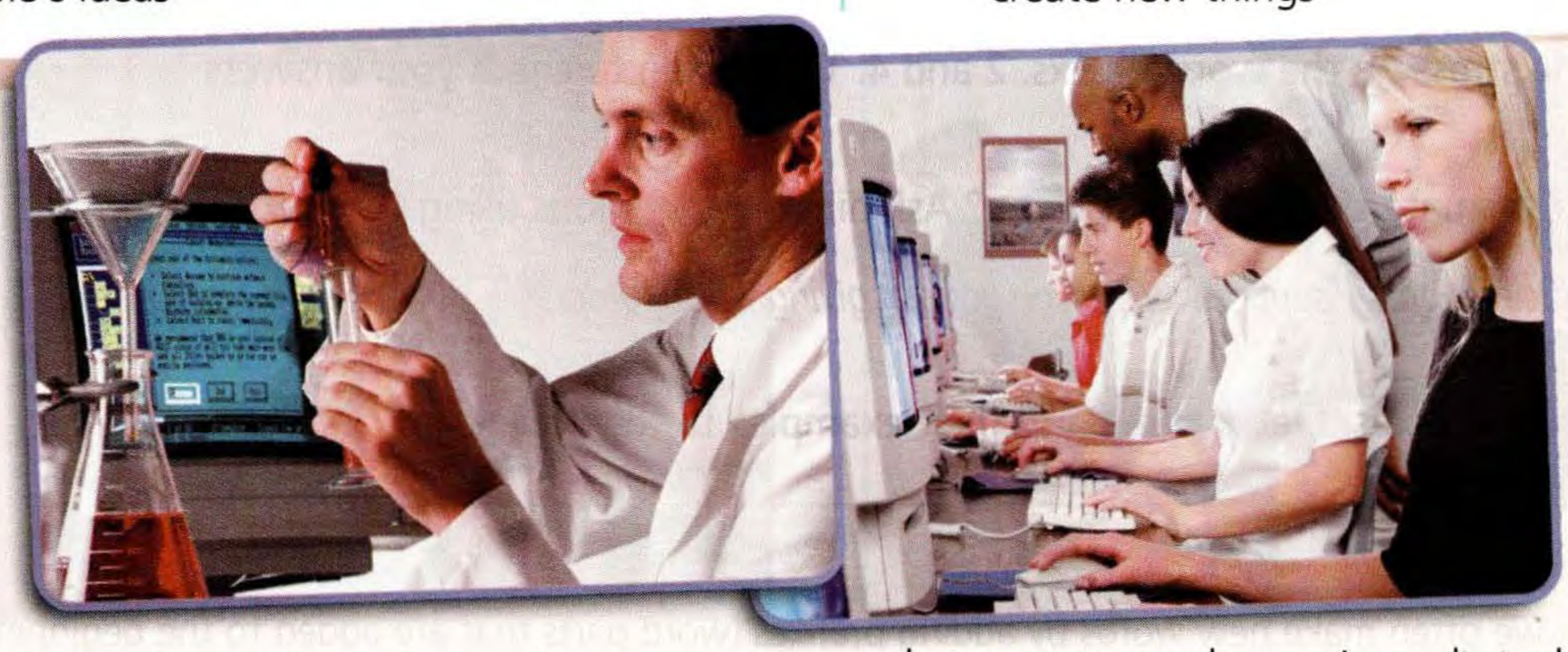
9 Unfortunately, there are no rules that say which words can take prefixes. You need to learn them one by one. Which words in Exs. 2 and 4 can you use these prefixes with: *un / dis / im / il / ir / in*?

10 Describe to your classmates what you are/might be like as an employee. Use the vocabulary in this unit to help you.

SKILLS FOCUS: Reading for main ideas

1 **Read this extract from an article by Bill Gates, the co-founder of Microsoft. Match the paragraph summaries (A-F) to the paragraphs. There is one extra paragraph summary which you do not need to use.**

A Examples of young people's contributions in different areas
B Young people's increasing lack of knowledge in key areas
C How older people sometimes react to young people's ideas
D Young people have produced many of the world's most significant ideas
E Older people are generally better at problem solving
F An explanation of young people's ability to create new things



1 One of the striking things about human progress is that so many of the world's most important new ideas were the work of young people. From Isaac Newton's discoveries as a 23-year-old that formed the basis for calculus, to Charles Darwin, who surveyed the Galapagos Islands at age 26, and Albert Einstein, who published his paper on relativity at age 26, young people have been responsible for breakthroughs that formed the foundation for much of our understanding of how the world works.

2 Young people have played a central role in many other fields, including business and technology. Paul Allen and I were in high school when we started thinking about the personal computer, and I was 20 when we founded Microsoft. Steve Jobs launched Apple at age 21. Sergey Brin and Larry Page were graduate students at Stanford when they developed their first search engine. Yahoo was launched by Stanford graduate students Jerry Yang and David Filo.

3 Why do young people play such an important role in innovation, even though older people have greater breadth of knowledge and a deeper understanding of their field? My theory is that young people aren't as limited by traditional ways of thinking. They haven't yet completely absorbed the "right" way to do things, so they are free to pursue ideas that seem impossible to those of us with more experience.

4 I often see this at Microsoft. It's not unusual to have the best solution to a tough problem come from one of the youngest people working on it. Often, our first reaction is that what they are suggesting is crazy, until we understand that they have come to the problem in a creative, new way.

5 I'm concerned that too few young people are learning what they need to use technology in creative and innovative ways. During the last decade, the number of college students who study math and science in Canada and the United States has declined dramatically. Today, there simply aren't enough people with the right skills to fill the growing demand for computer scientists and computer engineers. This is a critical problem because technology holds the key to progress and to addressing many of the world's most pressing problems, including health care, education, global inequality, and climate change.

2 a Ex. 1 required you to read for main ideas. What is reading for main ideas?

Reading for main ideas?
Reading to understand the topic of each paragraph in a text

How do you find the topic of a paragraph?
Very often paragraphs are made up of topic sentences and supporting sentences. The topic sentences show the main topic of the paragraph and the supporting sentences give details (e.g. evidence, explanation, examples, descriptions) on the topic. In the article above, the first sentence of the first paragraph is the topic sentence. It gives the theme of the paragraph.

b Look at this example which is the first paragraph of the article above.

1 One of the striking things about human progress is that so many of the world's most important new ideas were the work of young people. From Isaac Newton's discoveries as a 23-year-old that formed the basis for calculus, to Charles Darwin, who surveyed the Galapagos Islands at age 26, and Albert Einstein, who published his paper on relativity at age 26, young people have been responsible for breakthroughs that formed the foundation for much of our understanding of how the world works.

← Topic sentence

← Supporting sentence giving examples and evidence

3 Underline the topic sentences in the article in Ex. 1. You can see that when you read for main ideas, you don't need to read the whole text for detail. You just need to find the topic sentence in each paragraph.

4 Reading for main ideas and the IELTS exam

In the IELTS reading paper, reading for main ideas is very useful because:

- it helps you know where to find specific information in a text.
- it is the best way to answer certain exam tasks e.g. matching headings.
- it saves you time.

5 **Now find the topic sentences in this article and complete the paragraph headings.**

Para 1 The best ideas come from teams made up of
Para 2 Two reasons why is a good idea.
Para 3 The effect of minority.
Para 4 Team performance is also influenced by
Para 5 Male team workers suffer more from than
Para 6 The study concludes that firms should help their workers to manage

Best ideas come from work teams mixing men and women

1 Teams of workers come up with the most innovative ideas if they are made up of even numbers of men and women, according to researchers. A study published yesterday by the London Business School found that professional teams with an equal gender split were much more likely to experiment, share knowledge and fulfil tasks, regardless of whether the team leader was a man or a woman.

2 An even mix allowed "a psychological safe communication climate" and self-confidence among members. This in turn provided rich ground for innovation, says the report from the school's Lehman Brothers Centre for Women in Business.

3 More than 100 teams of 'knowledge workers' at 21 companies across 17 countries were surveyed. The report concludes that teams work best with an even mix because individuals tend to contribute less fully and confidently if they are in a minority. This applies to men as much as women, according to Lynda Gratton, professor at the centre and lead author of the study. She said: "It is not about gender, it is about minorities. Our data shows that whenever anybody is in a minority, they suffer, and as a consequence the team suffers."

4 However, the research also found that gender differences could have an influence on team performance because male and female workers may have very different lives outside work. What the report calls 'spillover' from home influences an individual's performance, which in turn affects their team, says the study. Team members generally experience 'positive spillover' in which positive feelings about home life also enrich their work.

5 But men in particular find that stress at home carries into work and vice versa. Professor Gratton said: "Team leaders who are women have already often made the decision to make their home life easier by having one child early, or not having children at all. Men have not made that choice and it is men who are trying to have it all – work and home – and they can't because they suffer."

6 Women team leaders are also six times more likely to carry the domestic burden than their male peers, according to the research. The study recommends that organisations should 'encourage shared domestic labour' by reinforcing family friendly policies and should 'actively manage spillover' by reducing the pressure on workers to work long hours.

6 Underline in the articles in this section any words about 'Working in business'. Add them to your vocabulary record if they are new to you.

GRAMMAR FOCUS: *May, might, could, should, ought to*

GR pp. 207

1 Are the verbs in bold in this text *certain to happen*, *probable* or *possible*? Write them in the correct column.

What are my chances of getting promoted to manager?

People often say that if you work hard **you will get promoted** quickly to a management post. In fact, it doesn't always work like this. If you work in a small firm, **it might take** 10 years to get promoted – when that really experienced person above you finally retires. In big firms, your chances **should be** better. Be keen, decisive, pleasant and willing and **you may get promoted** fast, especially if your firm is successful. But remember, being a manager isn't for everyone. **Promotion may mean** leaving a job that you're really good at to take on a job that **you might not be** very suited for.

Certain	Probable	Possible

2 Match a sentence on the left to an incomplete sentence on the right, then complete the sentence.

1 She ***ought to*** be there by now.
2 You ***will*** succeed if you try.
3 ***Shall*** we meet at about 4 o'clock?
4 She ***should*** get the promotion – she' s the obvious candidate.
5 She ***may*** be a little late for the meeting.
6 We ***might*** not meet the deadline now.
7 She ***could*** even be my next boss.

A Would it be possible ...
B She's the most likely ...
C It's not certain ...
D I'm sure ...
E It's possible ...
F I expect ...
G There's a possibility ...

Now put the verbs in the correct box, according to their meaning.

shall may should will might could ought to

Certain	Probable	Possible

3 Modal verbs

Match the verbs and their examples to their meanings by joining them with a line.

Should
e.g. You should try to stay motivated.

Could
e.g. Could I finish it tomorrow?

Ought to
e.g. You ought to keep to deadlines.

May I
e.g. May I have the day off?

Could
e.g. She could speak 3 languages before she started this job.

May not
e.g. Staff may not smoke in this room.

Asking for permission

Recommending

Talking about a general past ability

Forbidding/refusing permission

4 The sentences (1-6) have grammatical mistakes in their use of modal verbs. Match the rules to the mistakes in the sentences, then correct the sentences.

Remember that ***may, might, could, ought to**** and ***should*** are modal verbs, so they:

- don't put '***s***' on the present 3rd person singular.
- don't use an auxiliary verb to make questions or negatives.
- don't put '***to***' before the infinitive.
- don't have an infinitive.

* '***to***' is part of *ought to*, so always include it, except in negatives. *Ought to* is unusual in negative forms. Use *shouldn't* instead e.g. *they shouldn't work so late.*

1 I ought get a promotion next year.

.....

2 She mays be a very good manager.

.....

3 I hope to could find more interesting work for him.

.....

4 He don't should get to work so late.

.....

5 Where might do I find the secretaries office?

.....

6 He could to hold fewer meetings.

.....

5 **Now rewrite these sentences using *may, might, could, ought to* or *should (+ not)* so that they mean the same as the first sentence.**

e.g. I think it's a good idea for you to be punctual.
You *ought to/should* be punctual.

1 It's possible for management jobs to be boring.
Management jobs boring.

2 I wasn't able to draw pictures on my computer before I went on that course.
I on my computer before I went on that course.

3 I'm hopeful the job will be interesting.
That job interesting.

4 It is forbidden for staff to send personal emails during work time.
Staff during work time.

5 Would it be possible for me to have 3 weeks holiday?
..... have 3 weeks holiday?

6 He got promoted because he was good at persuading people to do things.
He got promoted because he
..... people to do things.

7 I don't know if she'll be good at organising staff.
She good at organising staff.

8 When the firm does well they are supposed to give us a salary rise.
If the firm does well, then they
..... us a salary rise.



EXAM FOCUS: IELTS Reading Paper (Academic) Passages 2 & 3
Matching headings, matching sentence endings

1 Tips for IELTS

1 On the next page, there is a practice test for Reading Passages 2 & 3. Here are some tips to help you with this paper. Tick (✓) the tips that you need to practise most.

Test Tips

- How do you read? Do you read by putting a ruler under each line or by following the words with your finger?
 What reading skills do using a ruler or a finger make easier or more difficult – reading for gist, reading for main ideas, predicting, reading for detail?
 In the exam, don't read with a ruler or your finger when you are just trying to get a general idea of the text or of each paragraph. It will slow you down and make you focus on information you don't need.
- Write your answers on your answer sheet immediately. There is no extra time given to do this at the end of the test.
- **Matching headings tasks**
 - When you do these tasks always read each paragraph for the main idea, not for detail. So just look for the topic sentence.
 - You will lose precious time if you read the whole text for detail, so don't!
 - There are always more headings than paragraphs, so you don't need to use them all.
 - Be careful with word spots (i.e. same words in both the heading and the paragraph).
 Sometimes these indicate that this is the right paragraph, but not always.
 - Make sure the heading matches the meaning of the whole paragraph, not just part of it.
- **Matching sentence endings**
 - Look for key words in the questions, then scan for these key words or paraphrases of them in the text.

Preparation Tips

- You have now learnt about:
 - predicting
 - reading for gist
 - reading for detail
 - reading for main ideas

 Practise them outside class so that you feel the difference between the different reading skills.
 What different kinds of information do you get with each skill?
 In what different ways can each skill be useful in the IELTS exam?
- Practise reading for main ideas out of class. Find a newspaper, a magazine article, or paragraphs in a study book.
 Analyse paragraphs. Look at them and try to identify their structure.
 - Which is the topic sentence?
 - Which are the supporting sentences?
 - What kind of information do the supporting sentences give – examples, extra detail, explanation, description?

You should spend about 20 minutes on Questions 1-13.

Questions 1-5

The Reading Passage has six sections, **A-F**.
Choose the correct heading for sections **A-E** from the list of headings below. Write the correct number, **(i-x)**, in boxes 1-5 on your answer sheet.

List of headings

i How other management styles work
ii The two main management styles
iii Why there are different styles of management
iv Learning from sports
v What the basic management styles involve
vi Listening to your employees
vii Which style is better
viii Reasons for combining the two
ix Making decisions
x A manager's responsibilities

1 Section A
2 Section B
3 Section C
4 Section D
5 Section E

Management Styles

A There are really only two major management styles: authoritarian and democratic. Every other style of management, whether it's called coaching, parenting, team-building, remote-controlling, etc, is a variation on one of these, or a combination of both.

B Authoritarian managers go by a variety of names. They're sometimes called top-down managers or micromanagers, and sometimes even control freaks. (The term 'dictator' also comes to mind, but is probably unfair.)

Authoritarian managers expect staff to do what they're told and generally don't allow for dispute or negotiation. For example, an authoritarian manager might ask you to perform a task. You know a better and faster way to do it. You speak up with the hope that your manager will agree. Your manager tells you to get back to work, and walks away.

Democratic managers, on the other hand, are much more egalitarian or participatory. They believe that seeking consensus with staff is the best way to draw on the broadest range of resources and thereby get the best results. Democratic managers also believe that providing staff with responsibility and showing confidence in them helps them to develop as employees and as individuals. In the long run, this also means less managing on the part of the manager.

A democratic manager will, at the very least, consider what you have to say regarding your work. This type of manager might even bring others into the discussion. Of course, this just means that your input won't be ignored, not that a vote will be taken on your suggestion or that your suggestion is guaranteed to be implemented.

C People often say that purely authoritarian managers are never good managers. This view makes sense, because staff don't react well to being constantly given orders. Nonetheless, with business being what it is, often there isn't time to think through and discuss in detail every problem that comes up. Sometimes things just have to be done – no questions asked!

So authoritarian managers do have a place in certain situations and certain businesses. Similarly, even if a democratically-inclined manager seeks input about a problem, he/she will still have to make a decision. Of course, the decision will have a better chance of being the correct one if some input has come from competent employees!

D Because both types of management styles, in their extreme forms, are problematic (no one likes to work for a dictator any more than they like to work for someone who can't make a decision), in practice, managers tend to fall somewhere in between. Some of the more common combination management styles are the coach-manager, the friend-manager, and the parent-manager.

E A coach-manager will work with his employees much like you would expect a coach to work with an athlete. A good coach knows that performance isn't just about the numbers, such as how fast the athlete ran the 100 metres. Developing an athlete requires more. A coach must know the athlete's strengths, weaknesses, personality, motivations, etc. This is learned by observing and listening. But a coach also requires a good amount of authority to set and enforce rigorous training schedules.

A friend-manager will try to make sure that his/her relationship with staff is never just about the work. He/She will look for common interests (e.g., music, sports, politics) and use those to build rapport with staff. Of course, a friend-manager still needs to manage to ensure that work is done, but having rapport makes this task easier. In the best circumstances, we do things for our friend-manager for the same reason that we do things for friends: because we like to and want to.

A parent-manager will treat staff as if they were his/her children. He/She assumes that it's his/her responsibility to develop staff in a more hands-on, even intrusive way. Often, this goes beyond the professional and into the personal, with a parent-manager not only being interested in your work, but in what you're eating, your goals in life, who you're seeing, etc. The tools that a parent-manager often uses to manage staff are similar to those used by our own parents: guilt and tough love!

F We have already mentioned one of the reasons for different management styles – different workplaces and situations. Another reason is that personalities differ, and it only makes sense that this is reflected in an individual's approach to management. Some would also argue that the differences run along gender lines. Women are thought to be typically more democratic in their approach to management, while men are typically more authoritarian.

Good teachers will recognise that not all students have the same learning style, and will adjust their teaching style accordingly. The same can be said for management styles – not all employees function well under any one style, and good managers will vary their style according to personality types and practical needs.

I believe that the best approach is to adopt a management style which is more applicable according to each individual case, and in general, to find a way to strike a balance between the two extreme forms when dealing with a team.

Questions 6-13

Complete each sentence with the correct ending (A-L) from the box below. Write the correct letters (A-L, in boxes 6-13 on your answer sheet.

6 Democratic managers ask for employees' opinions
7 Authoritarian managers can be useful
8 Your opinion may be ignored by a democratic manager
9 Managers often mix the two basic management styles
10 Coaches are useful models for managers
11 Staff are prepared to do things for friend-managers
12 Parent-managers may not give you much privacy
13 It's useful to be able to use a range of management styles

A because they both have advantages and disadvantages.
B because they're also interested in you as a person.
C because they think this will make staff work better.
D because they are interested in the whole person.
E because he/she needs to make the decision.
F because they want to manage less.
G because different circumstances require different approaches.
H because they make things happen quickly.
I because they combine several management styles.
J because staff need to be encouraged.
K because they understand what a person needs.
L because of the relationship they have with him/her.

3 Thinking about the IELTS Practice Test

1 **Which of these kinds of tasks did you do in the practice test: *multiple choice, sentence completion, identifying information, matching headings, matching sentence headings?***

2 **Write the task names at the top of the columns in this table. Then answer the questions by ticking the correct column.**

	Task 1	Task 2
Which task required skimming?		
Which task required reading for detail?		
Which task required reading for main ideas?		
In which task did you only need to read parts of the text?		
In which task did you need to find paraphrases of the questions?		
In which task did you need to look for key words from the questions?		

3 **Look at these answers to the practice test. They all contain mistakes. Find and correct them.**

1 10
2 iii and v
3 ?
4 six
5 the second paragraph
6 because they want people to agree with them
7 A and C
8 I don't know
9 ——
10 M
11 A and L
12 ?
13 A, B

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

4 What do you know about IELTS?

1 **What do you know about IELTS Reading? Answer these questions.**

1 How much time are you given for the whole test?
2 Should you spend the same amount of time on each reading passage?
3 Which reading skill takes the most time?
4 Approximately how much time should you spend on each question?
5 Are the passages all at the same level of difficulty?
6 Do you need to read each part of each passage in detail?
7 What are you going to do to prepare yourself for IELTS Reading?

2 **Use this unit to extend your vocabulary. Find at least 10 new words in the unit. Find out their meaning and write them in your vocabulary record.**

12 Transport

IELTS Paper focus:	Writing (Academic)
Vocabulary focus:	Words/Phrases about transport, collocations, prepositions, frequently confused words
Skills focus:	Linking ideas: addition and contrast/planning your writing
Grammar focus:	Past Simple and Past Perfect
Exam focus:	Writing Paper (Academic) Task 1 Describing facts and figures in graphs, tables, etc.

VOCABULARY FOCUS

1 Look at these means of transport. Why are they not used more often? Use the words in the box to talk about this.

safe	comfortable	legal	environment-friendly
costly	practical	complicated	popular



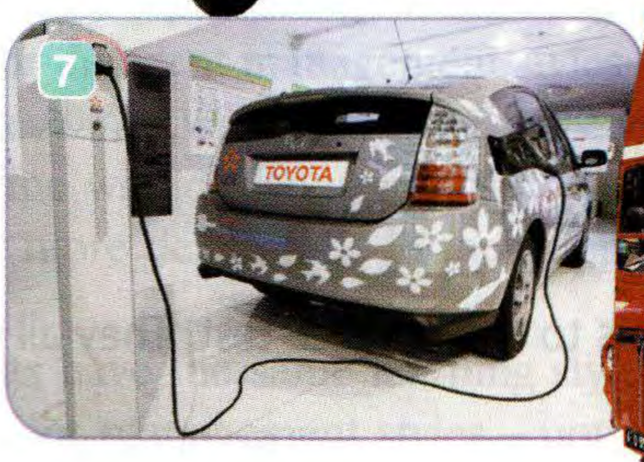












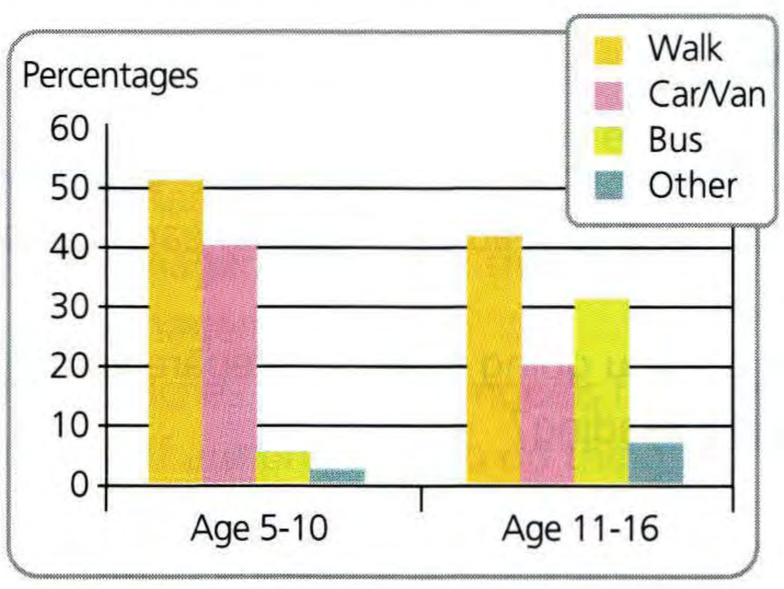


2 Discuss with another student what you think is the best means of transport for:

- getting to school.
- getting around your capital city.
- going to the supermarket.
- travelling to islands.
- going into the countryside.
- taking children on school excursions.
- travelling between major cities.
- going on family trips.

Are there any health/environmental reasons for your choices?

3 Look at the bar chart and complete each sentence. Think about *prepositions* used to describe numbers and *prepositions* used with means of transport.



Trips to and from school: by age of child and type of travel, 2006, Great Britain

1 Just half the number of children aged 5-10 went to school foot.
2 Only five percent of children aged 5 and 10 travelled to school bus.
3 twenty percent of 11-16 year-olds went to school car or van.
4 About one three 11-16 year-olds travelled to school bus.
5 Just forty percent of 5-10 year-olds went to school car or van.
6 Older children use other transport means six times much as younger ones.

4 Complete the table with the correct prepositions.

means of transport	percentages
travel car, bus, plane, bike, boat	around/..... 30 percent just/under 40 percent over/..... 60 percent
go foot	one in three/four/ten twice/three times many/much

5 Complete each gap with a preposition or an (✗) if no preposition is required. Then ask another student the questions?

1 How do you usually get school/work?
2 What time do you leave home in the morning?
3 What time do you arrive school/work?
4 What's the best way to get your town/city?
5 What do you like/dislike about your daily journey home?
6 What places do you usually go to relax?
7 In your area, is travelling somewhere by car a problem?
8 What's the first thing people notice when they arrive your town/city?

6 Complete the table with a *preposition* or an (✗) if one is not needed.

go/travel/get a place (remember *'go in'* means *'enter'*)
go/travel/leave/arrive home/ somewhere
arrive an institution (school, etc. ...) arrive a town/country
get/travel a place (means *'moving between different places'*)

7 Match a word from the left to one on the right to make a collocation. Each collocation should help describe a reason for a delay.

1 rush	A traffic
2 flat	B way
3 road	C weather
4 long	D tyre
5 packed	E works
6 poor	F hour
7 heavy	G queues
8 wrong	H train

Tell another student about some of the worst delays you have experienced.

8 Which two of these frequently confused words in the box fit in each gap below. Explain your choices to another student.

ride trip journey tour excursion

1 It's about a ten minute underground/..... to the college.
2 I am going on a school/..... to London.
3 We went on a coach/..... around the ancient sites.
4 Safe/..... and give my love to your family.
5 It's only a short bus/..... from here.
6 There's a daily boat/..... to the island.

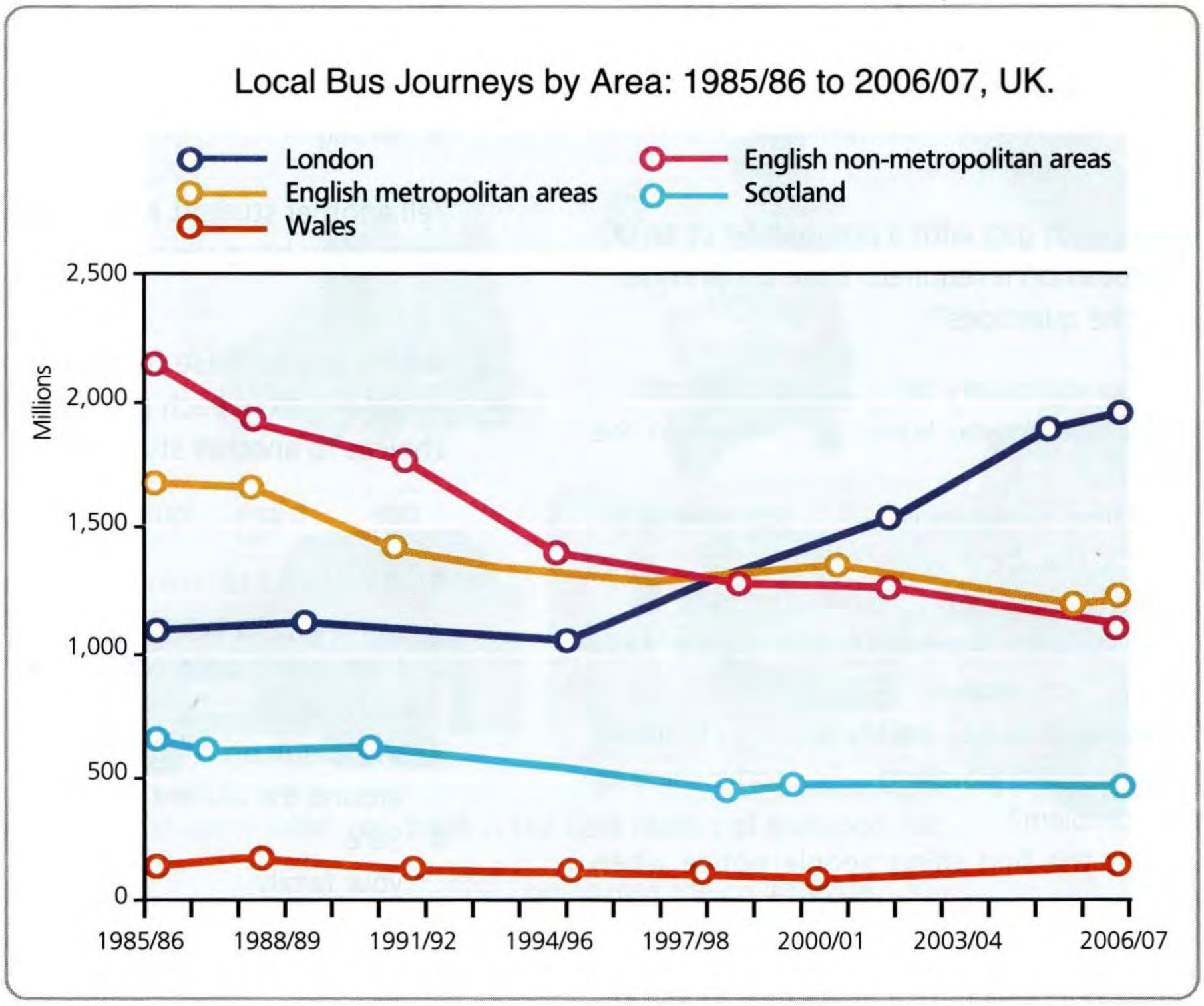
9 Tell another student about:

1 somewhere that's nice to go for a *bike* **ride**.
2 the best *train* **journey** you've been on.
3 a memorable *school* **excursion**.
4 a *sightseeing* **tour** you've been on.
5 the last *boat* **trip** you took.
6 your *daily* **journey** to work/school.
7 a *coach* **tour** you would like to go on.
8 the last *family* **trip** you went on.

SKILLS FOCUS: Linking ideas: addition and contrast/planning your writing

In IELTS Writing (Academic) Task 1, one of the main things you have to do is compare and contrast significant data/trends.

1 **Look at this graph and tell another student about three main trends that it shows.**



2 **Put the pieces of this text about the graph in order to make two paragraphs. Look at how the information relates to the graph and think about a logical order for the information. Use the *linking words* in bold to help you do this. These words show addition and contrast links between ideas.**

A In cities outside London, the number of bus journeys fell by half during this time.

B The use of buses doubled in London, **whereas** in other cities in England it halved.

C **In addition** to this, by 2000, the city had become the number one region for bus journeys in the UK.

D There was **also** a significant, **though** less dramatic, fall in bus use in Scotland and rural areas in England.

E This decline in the use of buses had slowed significantly, **however**, by the year 2000.

F London was the only area with an increase in the use of buses between 1986 and 2000.

G In most areas of the UK, there was a significant fall in the use of buses between 1986 and 1999.

H **Although** there was a slight fall in the use of bus journeys between 1989 and 1993, overall there was strong growth.

Conjunctions

Conjunctions of Addition	Conjunctions of Contrast
both ... and, also, too, as well, In addition to, as well as	but, although, even though, however, whereas

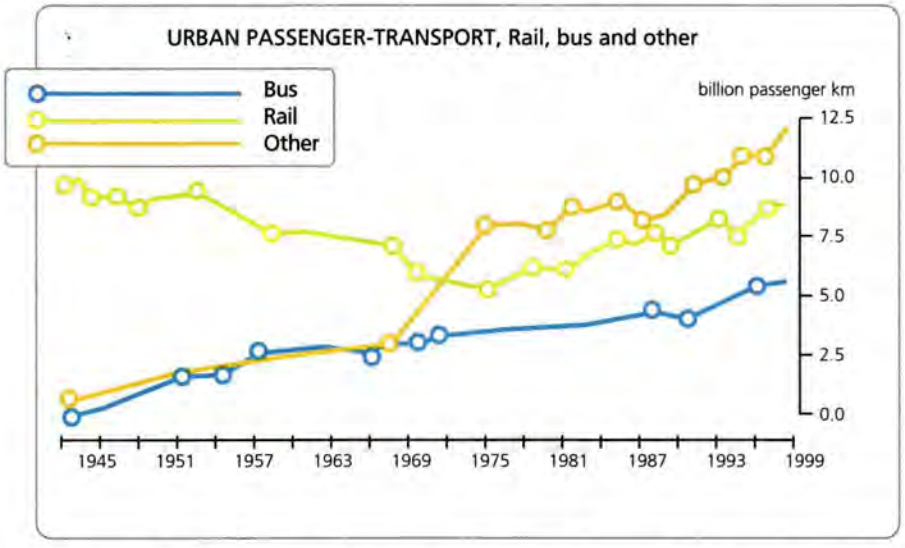
Some of these words link ideas *within a sentence*:

Prices rose in Germany **and** there were increases in some smaller countries **as well**.
Although bus use increased in some parts of the UK, overall numbers fell.
Numbers fell in some parts of England **but** fell most dramatically in Wales.
Passenger numbers continued to increase **even though** prices rose sharply.
Bus use rose in Sydney, **whereas** in other cities, commuters started using the train.

Other words link ideas *across sentences*:

The growth in bus use continued in the 90's. Passenger numbers peaked, **however**, in 2001.
Train journeys became more expensive between 1990 and 1995. The cost of using a car **also** rose in the same period.

3 **Look at each pair of statements about the graph below. Do they give *additional* information or show a *contrasting* idea? Discuss this with another student.**

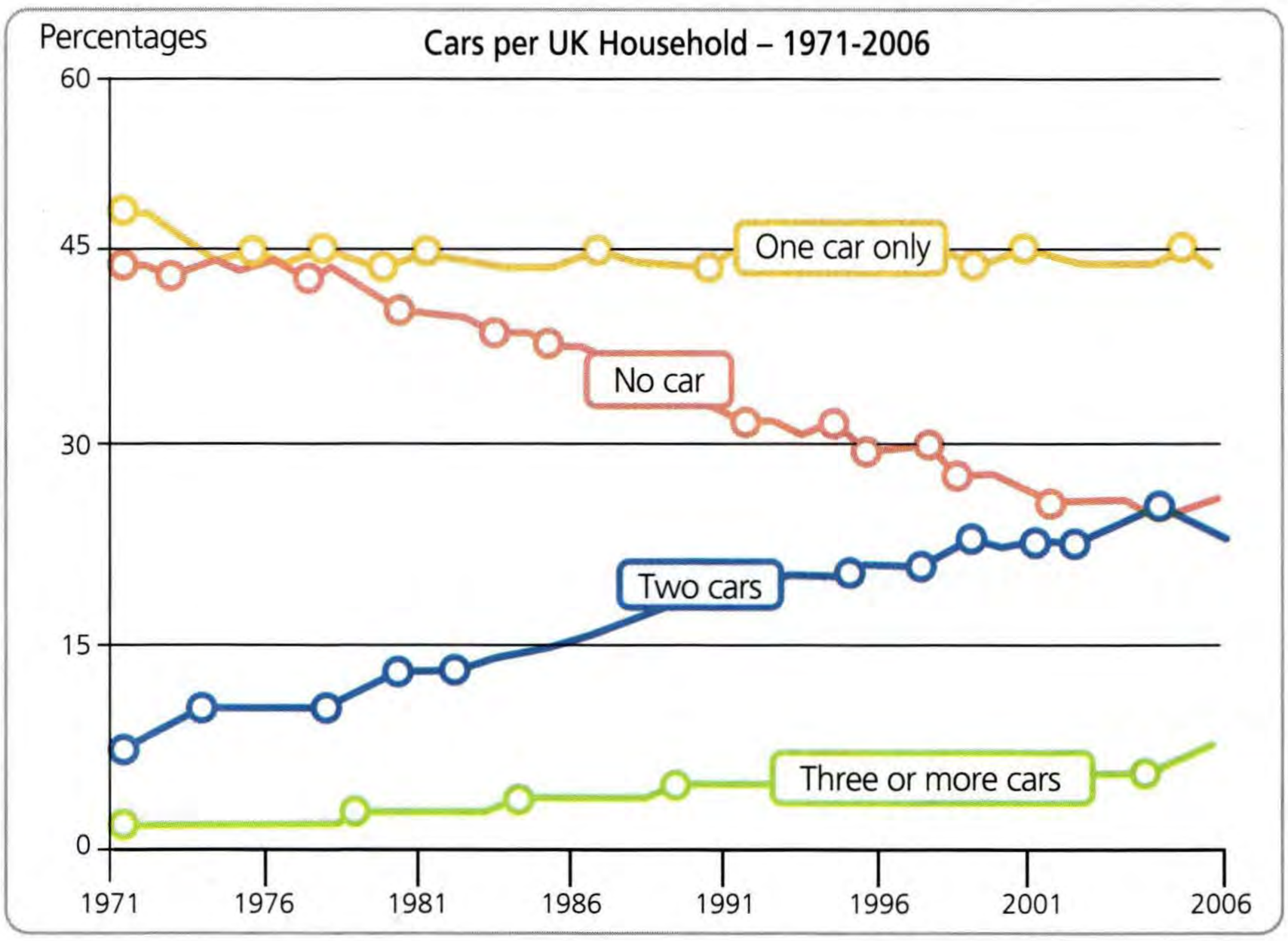


1 The number of journeys by bus increased after 1945.
Journeys using other means of transport increased.
2 The increase in the use of buses was steady.
The increase for other means of transport was more varied.
3 The number of people using trains started to increase from 1980.
By 1999 it had still not reached 1945 levels.
4 There was a slight fall in the use of trains around 1987.
The number of bus journeys fell slightly after 1987.
5 The number of journeys by train and other means of transport was almost identical in 1990.
By 1999, use of other means of transport was much higher.
6 The train was still a very significant means of urban transport in 1999.
It was not the dominant means of transport that it was in 1945.

Use a word/phrase from the conjunctions box to combine the two ideas from each pair of statements into one sentence.

Look again at the graph. Discuss with another student whether you think transport trends would be the same in your country.

4 Look at this graph showing the number of cars in households. Discuss with another student what the main trends are.



5 Look at this student's description of the graph. The bolded parts of the text indicate problems using the language of *addition/contrast* to link ideas. Decide with another student exactly what the problem is in each case.

P *punctuation*: using punctuation incorrectly/not using punctuation
WO *word order*: putting a word/phrase in the wrong position in a sentence
WW *wrong word*: using a word/phrase that is incorrect (grammar or meaning)

The graph shows the number of households in the UK using cars between 1971 and 2006. The percentage of households using cars and the pattern of car ownership changed **both** during this time.
In 1971 half the households in the UK did not have a car. Between 1971 and 2006, **although**, the situation gradually changed. The number of households without a car fell most years until 2006 when only one in four households had no car. 2006 was the year when **as well** the percentage of homes with two cars passed the figure for homes without a car for the first time.
In addition showing the percentage of homes with or without a car, the graph, **also**, shows the number of cars households had. **However** there was a big increase in car ownership during this time the percentage of households with one car remained the same. This was because more and more families had access to two or more cars. In 1971 only about 7% of homes had two or more cars, in 2006 **whereas** the figure was about 27 %.
On the whole, the graph indicates steady growth in the number of homes using cars and **too** shows a very rapid increase in the percentage of homes with more than one car between 1971 and 2006.

Correct the problems to improve the description.

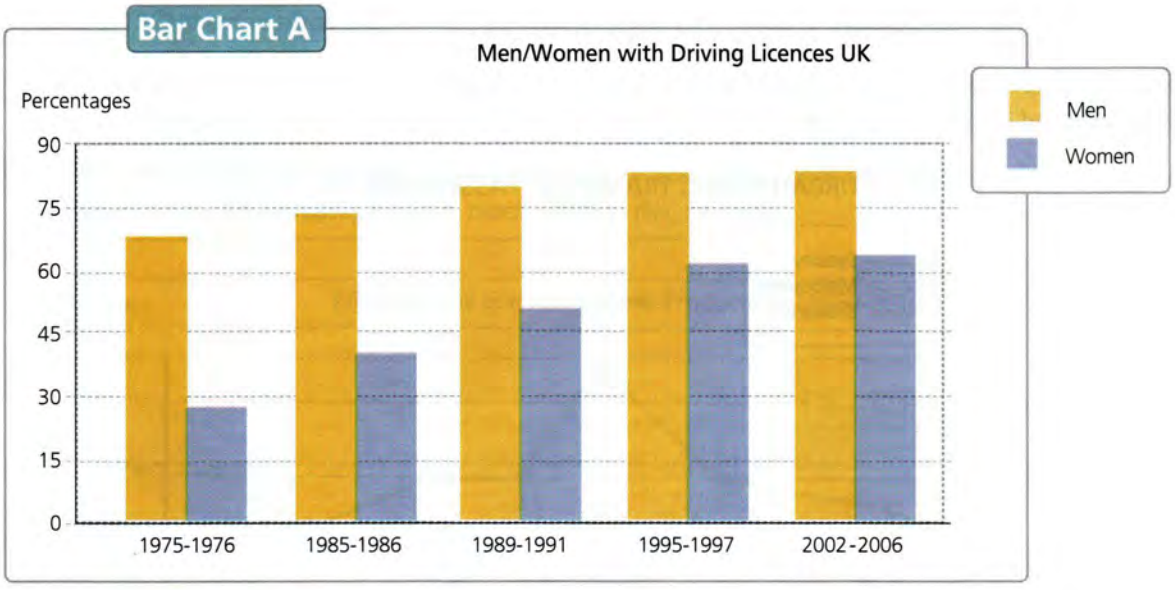
6 Now write a short plan to describe both Bar Chart A and Bar Chart B below.

Remember in IELTS Writing (Academic) Task 1 you need to **summarise** information by **selecting** and reporting the **main features** of the data and **make comparisons** where relevant.

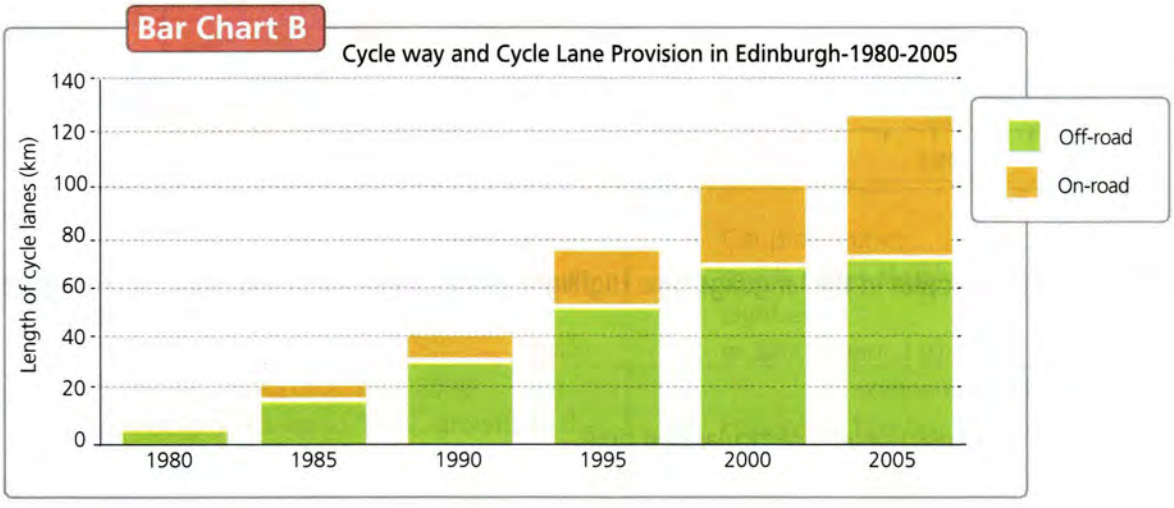
So for each plan:

- find 2/3 significant points in the data to compare
- find 2/3 significant points to contrast
- think about how these points would fit neatly into 2 paragraphs

Bar Chart A



Bar Chart B



7 Choose one of the plans you have made. Write a short description of at least 150 words based on it.

GRAMMAR FOCUS: Past simple and past perfect

GR p. 208

We use the ***past simple*** form (e.g. *increased, changed, fell*) with reference to **definite past times** (e.g. *in 1990, between 1990 and 1995, after 1960*), or for a situation or an action we consider finished.

We use the ***past perfect*** form (e.g. *had started, had changed*) to talk about a situation or action before a **definite time** in the past e.g. *until 1950, by 1980.*

NB We **DO NOT** use the *present perfect* form with reference to *definite past times* because we are **NOT** *describing a situation that continues into the present* **NOR** *are we describing a situation relevant to the present.*

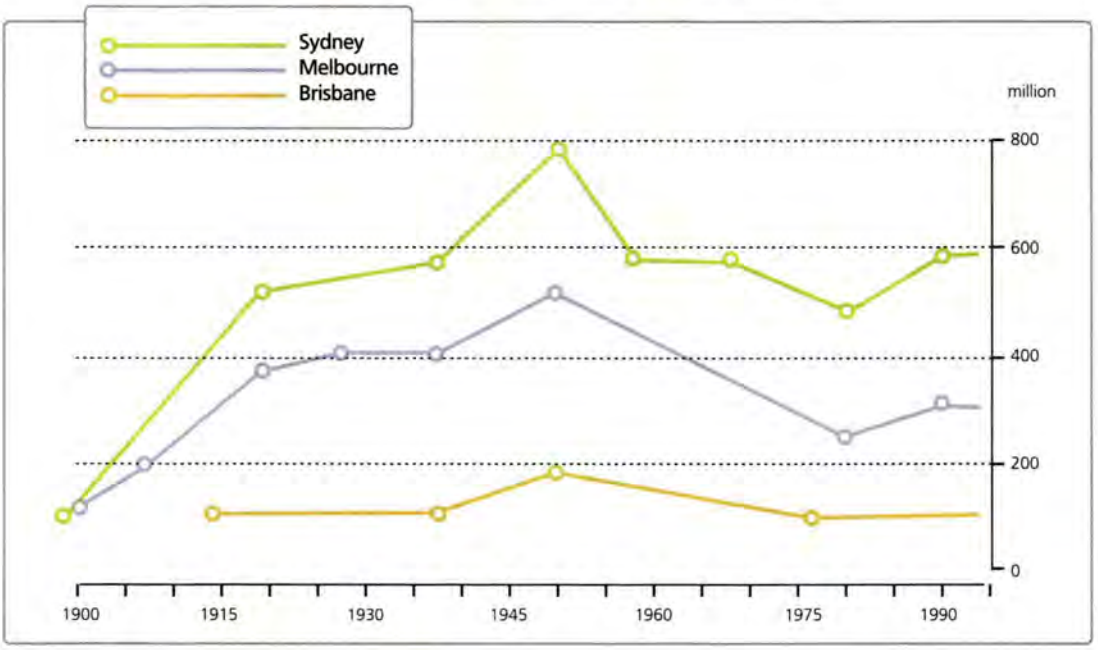
The tenses in these sentences are incorrect:

✗ Use of transport has increased in 1990.

✗ Things have changed by 1970.

Look at the graph below. It shows information about the use of public transport in Australian cities *between 1900 and 1995.* This is history i.e. about a definite past time which has no relevance to today.

URBAN PUBLIC TRANSPORT PASSENGERS



1 Read through the examples in the language box. Highlight on the graph the trends that each example refers to.

uses of **past simple**

To describe a situation/action *at* a particular past time.

*The use of public transport **was** at its highest around 1950.*

*After 1950, the situation **changed** dramatically.*

To describe a situation/action *between* two past times.

*The use of public transport **rose** dramatically in Sydney and Melbourne between 1900 and 1920.*

*From 1950 until 1980, the use of public transport **fell** steadily in all three cities.*

uses of **past perfect**

To describe a past situation earlier than a particular point in the past.

<earlier time> * present

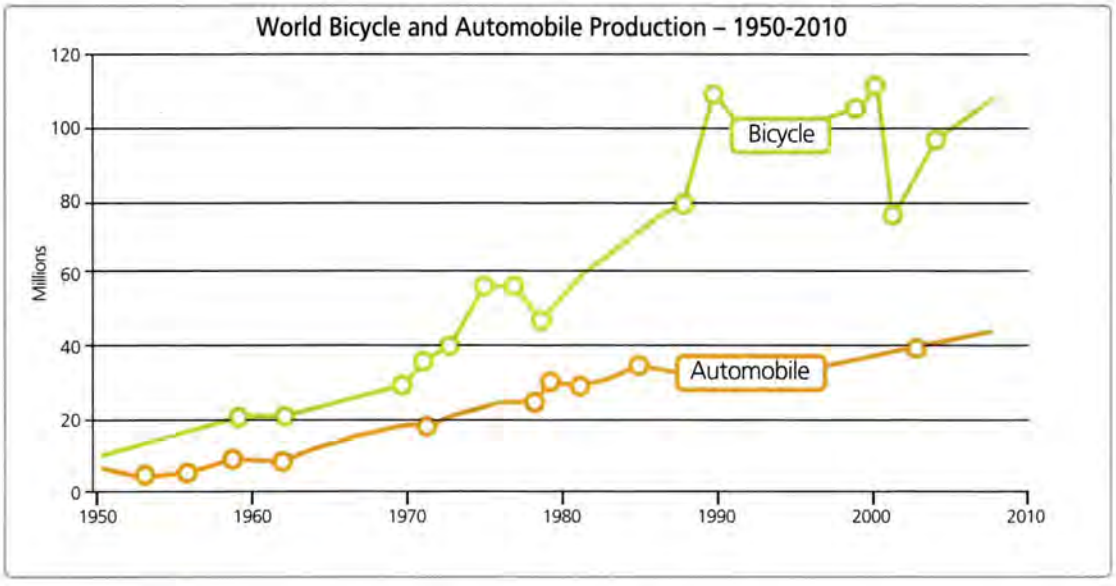
point in the past

*Up until 1950, there **had been** spectacular growth in the use of public transport.*
*After 1950, use of public transport fell as quickly as it **had risen** in the ten years before.*
*In Brisbane, the decline **had** already **slowed** by 1980.*
*By 1990, the renewed increase in the use of public transport **had started** to slow.*

Sometimes there is very little difference in the meaning between sentences in the ***past simple*** or ***past perfect***. You can often use the ***past simple*** instead of the ***past perfect***.
*Up until 1950, there **was/had been** spectacular growth in the use of public transport.*

Using the past perfect emphasises that one action happened before the other.

2 Complete each statement below with a *past simple* or *past perfect* verb to describe the data in the graph. Use these verbs: *fall, increase, produce, reach, decline, rise, be, grow*.



1 Between 1970 and 1990, bicycle production three times as quickly as car production.
2 Bicycle production twice briefly before the big drop after 2000.
3 In the twenty years up to 1970, growth in the production of cars and bicycles similar.
4 By 2010 bicycle production had recovered strongly but still the peak level of production of 2000.
5 Car production much more slowly in the nineties than the eighties.
6 In 2000, about 110 million bicycles compared to almost 40 million cars.
7 Following the big drop in the early 2000's, bicycle production increased again as quickly as it
8 Production levels of cars and bicycles similar around 1980.

3 **Now answer these questions about the graph in Ex. 2.**

1 What happened to bicycle production after 1990?
.....

2 What happened to car production for the first time after 2000?
.....

3 What can be said about car and bike production by the start of the '60s?
.....

4 Which period was the most dramatic for bicycle production? Why?
.....

5 Which was the longest period of production growth for cars?
.....

6 Name one period during which bike production doubled.
.....

7 What happened to car production around 1980?
.....

8 What can be said about bike production immediately after 2000?
.....

4 **Discuss the following statements. Rank the statements (1-5) according to how sure you are that they are true.**

(1) = sure it is true (5) = sure it is not true

A The bicycle had only been around for 25 years by the time the first car appeared.
B Air passenger numbers overtook rail passenger numbers as early as 1957 in the US.
C London became the first city with an underground railway in 1899.
D In 1903, the first plane took off. It had been in the air 12 seconds before it landed.
E The Titanic had left from the port of Southampton before it sank in 1926.
F The first transcontinental bus was introduced in the US in 1927. Before that, people had had to use the train.
G In 1948, India manufactured its first car. Imported cars had already been on Indian roads for twenty years before that.
H In 1960, the world's first jumbo jet came into service carrying 369 passengers.
I In 1979, Japan introduced the Bullet train. Until then, the fastest train had been the French TGV.
J Concorde was the first supersonic passenger aircraft. It could travel from London to New York in three and a half hours.

Correct your answers, then multiply every true fact by the number you ranked it at. The person with the lowest score wins.

EXAM FOCUS: IELTS Writing Paper (Academic) Task 1
Describing facts and figures in graphs, tables, etc.

1 Tips for IELTS

1 On the next page, there is a practice test for Writing Task 1. Here are some tips for this task. Work with another student. Find a section in this unit that relates to each tip here.

Test Tips

- Remember you have a word limit of 150 words. Focus only on the most important data/trends in the graph.
- The task does not require you to write a long conclusion. A line or two, summarising the most significant feature of the data, is enough.
- Organise the information you write into short paragraphs. Make clear links between the points you mention in these paragraphs.
- Remember the data in the graph will often relate to a finished past time. In these cases, use the past simple, or sometimes the past perfect, to describe the data, not the present perfect form.
- Remember you must:
 - keep to and answer the task.
 - show good organisation and linking of ideas in your writing.
 - make good use of vocabulary.
 - use a range of grammar structures accurately.

 You will be assessed on these points.

Preparation Tips

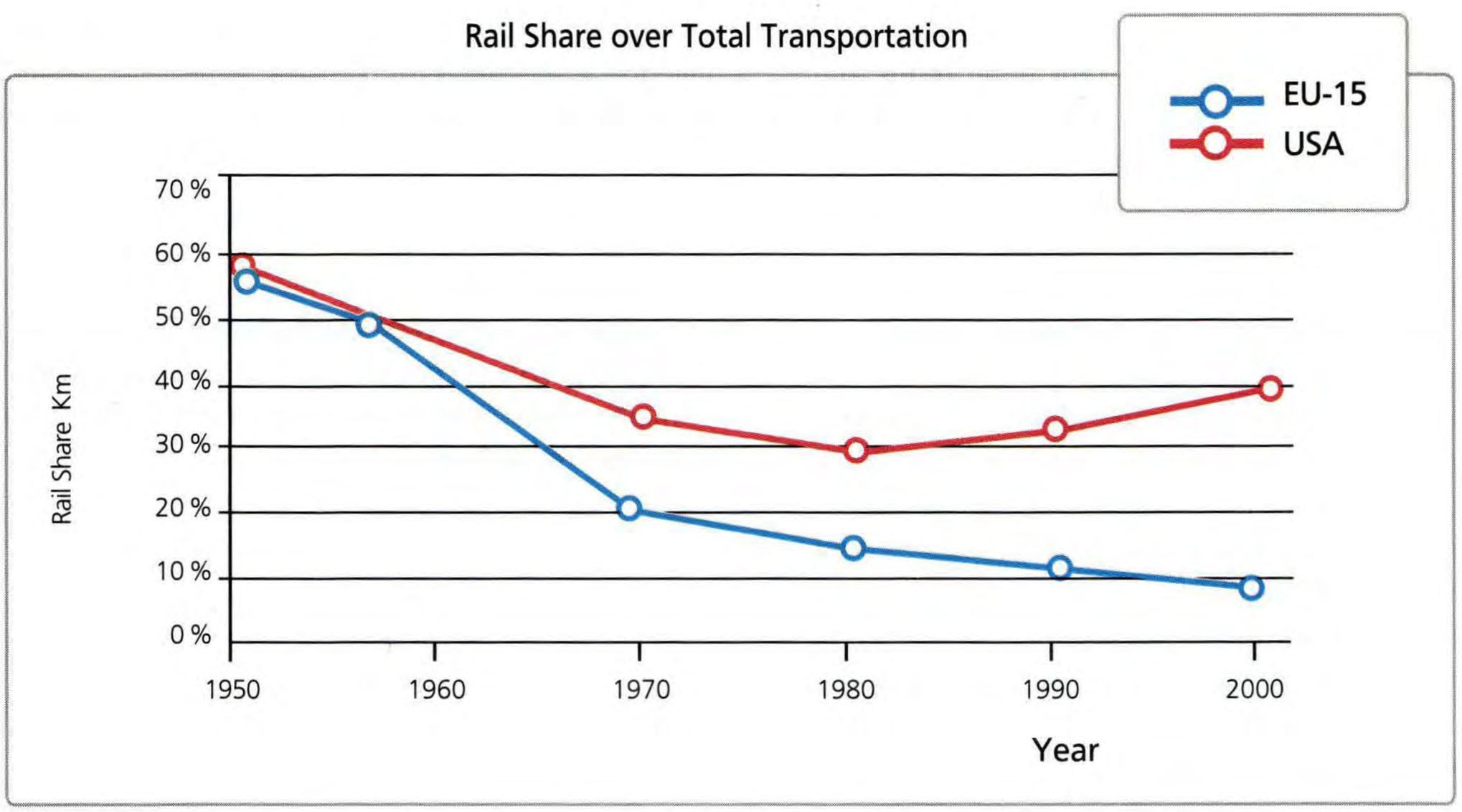
- Make sure you revise past simple forms for key language you need for this task, especially irregular past forms:
 e.g. fall – fell
 rise – rose
 grow – grew
 become – became
- To write descriptions of graphs/tables you will need to use a lot of prepositional phrases about time/numbers. Keep good notes on these and make sure you revise them.

1 You should spend about 20 minutes on this task.

The graph below shows rail transport as a percentage of total transport in the US and the EU-15.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



3 Thinking about the IELTS Practice Test

1 Look at this student's answer to the above task. How would you assess the writing (good/average) on these four points:

1 **Task Achievement:** Does the writer keep to and answer the task?
2 **Coherence and Cohesion:** Is the writing well organised and logical?
3 **Lexical Resource:** Is there a good range of words/phrases?
4 **Grammatical Range and Accuracy:** Is there accurate use of a good range of structures?

Make improvements to the answer below by:

A re-ordering ideas within paragraphs.
B taking out bullet-points and writing them as part of paragraphs.
C showing clearer links between ideas using linking words.



In 1950, rail transportation was 60 percent of all transportation in the US and EU countries. The graph shows how the rail transportation situation changed between 1950 and 2000. By 2000, the figures stood at about 40 percent in the US and less than 10 percent in EU countries.

- In the US, rail transport declined dramatically in the fifties and sixties from around 60 to just 35 percent.
- In Europe, rail transport declined dramatically in the 50s and 60s.
- In Europe, rail transport as a percentage of total transport fell from 48% to 20% between 1960 and 1970.
- By 1980, the decline in the US had started to slow.
- In Europe, the decline continued from 1970 but at a steadier pace.
- In Europe, between 1970 and 2000 use of rail transport fell by about 5 percent each decade.
- By 2000, the position of rail transport in the US had recovered to 40% of total transport.
- In the US, use of the rail network was continuing to grow.
- In Europe, rail transport was still in steady decline.
- Overall, the graph shows very different trends in the use of rail transport by 2000.



4 What do you know about IELTS?

1 What do you now know about IELTS Writing Task 1? Answer these questions.

1 Will there always be a graph, chart or illustration in Task 1?
2 Why is it important to write in paragraphs in your Task 1 answers?
3 What should you not include in the descriptions you write for Task 1?
4 What is the recommended time to spend on the task?
5 Is Task 2 worth more marks than Task 1?
6 In Unit 4, you were asked to keep a record of *time* and *number* phrases that are vital for this question. Are you still doing this?

Units 9-12 Revision and Exam Practice

SPEAKING PART 3

The examiner will begin Part 3 by making a link to Part 2 and moving on.

"We've been talking about the way people spend their free time and I'd like to ask you some more general questions about this ..."

The examiner will then ask questions on 2 or 3 sub-themes around this general topic.

Work with another student. Take turns being the examiner and candidate for each set of questions.

Let's first consider *how people spend their free time in your country* ...
- Where do most people go to socialise in your country?
- What do most people do after work to relax?
- Does the weather affect how you spend your free time much?

Let's move on to talk about *home entertainment* ...
- Do the people you live with like to relax in the same ways as you?
- What is the most important source of entertainment in your home?
- Has the quality of TV programmes changed in recent years?

And finally let's talk about *different cultural influences* ...
- Do you think it is a problem that Hollywood dominates world cinema?
- Are traditional dance and music still important in your country?
- Has the Internet had a positive impact on people's leisure time?

LISTENING SECTION 3

Questions 1-3

Complete the sentences below.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

1 The students want to do a survey of college
2 They have already designed and their questionnaire.
3 They might also students to find out more about their answers.

Questions 4 and 5

Choose the correct letter, **A**, **B** or **C**.

4 The tutor thinks the students' plan to survey 25 friends is
A impractical.
B interesting.
C unreliable.

5 The students feel about surveying lots more people.
A unhappy
B annoyed
C undecided

Questions 6-10

Complete the notes below.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Suggested design for the survey

6 The students should survey students only.
7 They should the aims of their survey.
8 They must survey a minimum of
9 All the people they survey should be from the
10 The number of men and women surveyed must reflect their on the course.

READING (ACADEMIC) – READING PASSAGE

You should spend about 20 minutes on Questions 1-13.

Questions 1-5

The reading passage has six sections, **A-F**.
Choose the correct heading for sections **A-E** from the list of headings below. Write the correct number, **(i-x)**, in boxes 1-5 on your answer sheet.

List of headings

i How to delegate work
ii Be wise in your excitement
iii Being proud of your success
iv Handling people the right way
v New ways of measuring your performance
vi Getting your boss's support
vii Success at last
viii Say bye bye to old skills
ix The difficulties of passing work on
x How to maintain your motivation

1 Section A
2 Section B
3 Section C
4 Section D
5 Section E



How to be a first time manager

A The promotion you have been waiting for so long has finally come your way, the vital step on to the management ladder, which, with hard work, the right attitude, and maybe just a little good luck, could one day take you all the way to the top. You were pretty sure you'd get it – as soon as your predecessor announced she was leaving, you had a quiet word with the boss, let him know you really wanted the job and the interviews went well. All that preparation really paid off.

B And now you're in the driving seat, able for the first time to really take control and make things happen. That moment can be wonderful. There's nothing wrong, of course, with enjoying the fruits of your hard work, nor with spending a moment quietly enjoying the fulfilment that comes from a personal goal achieved. But before you get carried away with your recent success and start thinking that from now on your work will consist of telling other people what to do in between thinking about how to spend all that money that will come your way, remember that with power comes responsibility.

C Your old routine, with its simple, task-oriented recipe for success, is gone forever, replaced by a potentially more fulfilling but also more complex set of challenges. Probably the biggest change involved in moving into management is getting used to the fact that you are no longer judged on how well you do the job as an individual, but on how well your team performs. Suddenly you have to motivate people who you've worked with for years and may still socialise with. Your job now is to drive their performance to make sure they reach their targets. Motivating your team becomes a big priority says Michelle Hanrahan, a senior marketing manager in the tax department of a professional services firm. That means working with them to set their own personal objectives and helping them achieve them. But it also means setting deadlines to make sure things get done.

D And if things don't get done because someone isn't doing their job properly, it's now up to you to do something about it. It's not easy to tell a colleague that they haven't done very well, and although you should be as sensitive about it as you can, you have to tell them. If you try to avoid an awkward conversation now, it will come back to haunt you *later, if only because your new team will think you* are weak.

But you mustn't bully your staff either, so your new power mustn't go to your head and change your personality overnight. If you turn your office into the corporate equivalent of an army training camp, don't be surprised if your team can't stand it or you for very long. A better approach is to spend time listening impartially to what your team and your boss tell you before deciding on a way forward.

E If there's one area that causes more management headaches than any other it's knowing how to delegate. The world of work is full of bosses who have a problem letting go. The classic bad delegator is someone who, through being good at a specific technical task, gets promoted further and further away from it until they end up doing a job they aren't suited to. But if you are serious about advancing your career, you'll have to learn to delegate, as failure to do so is a guarantee of getting no further than middle management.

F Finally, and perhaps most importantly of all, don't worry about not knowing all the answers. As far as your future career is concerned, it's probably better if you don't. Managing a group of people whose jobs you couldn't do as well as they do them themselves may make you anxious to start with, but it's excellent experience for the time when you advance further up the career ladder.

The advice is that you should get used to managing without using your technical skills. Being the best accountant or the best engineer will only advance you so far, because after your next promotion or the one after that, you are going to have to manage other sorts of people. And you wouldn't want your first taste of promotion to be your last, would you?

Questions 6-13

Complete sentences 6-13 with the correct ending (A-L) from the box below. Write the correct letter, (A-L), in boxes 6-13 on your answer sheet.

6 Being promoted
7 Managing ex-colleagues
8 An employee's poor performance
9 Failure to discuss poor work
10 Being too tough on your team
11 Collecting people's opinions
12 Failure to delegate
13 Your lack of specific skills

A	is a good basis for decision-making.	G	will reflect badly on you.
B	damages your relationships.	H	requires a new way of viewing them.
C	helps you get on with your boss.	I	can challenge all your skills.
D	is an opportunity to enjoy power.	J	makes you a good manager.
E	brings too much power.	K	must be discussed with him/her.
F	can be an advantage in the long-term.	L	leads you nowhere.

WRITING (ACADEMIC) TASK 1

You should spend about 20 minutes on this task.

The table below shows the popularity of different means of transport for three different countries.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Trips made by ...	USA	Canada	Netherlands
Car	89%	76%	45%
Public Transport	2%	10%	7%
Walking	6%	10%	18%
Bicycle	1%	2%	28%
Other	3%	2%	2%

13 Modern living

IELTS Paper focus:	Speaking
Vocabulary focus:	Words/Phrases about modern living, collocations, prepositional phrases
Skills focus:	Developing answers
Grammar focus:	Review of Past and Perfect tenses
Exam focus:	Speaking Test Parts 1, 2 and 3 Introduction and Interview, long turn, discussion

VOCABULARY FOCUS

1 New words are constantly entering the English language. Match two words from **(A-N)** to each category in the pictures and tell another student what feature of modern life they describe.
If you are not sure what a word/phrase means, try and work it out. Look at the different parts of the word/phrase for clues.

A	hands-free	H	spam
B	bio-fuel	I	Bollywood
C	DNA	J	in-crowd
D	twenty-four seven	K	3-D
E	blog	L	+1 channels
F	personal trainer	M	satellite navigation
G	HD	N	extreme sports



2 Match the words on the left to the words on the right to form collocations connected with modern life.

1	Internet	A	friends
2	fast	B	exercise
3	credit	C	phones
4	game	D	food
5	mobile	E	flights
6	close	F	weekends
7	physical	G	licence
8	long	H	access
9	driving	I	consoles
10	cheap	J	cards



Decide on the three things it would be most difficult to live without.
Compare your list with another student's and discuss.

3 Match a verb on the left to a noun on the right to make a collocation.

1	go to	A	jobs
2	travel	B	money
3	go on	C	the gym
4	send	D	a pet
5	change	E	emails
6	visit	F	abroad
7	own	G	a diet
8	save	H	relatives

Rank these activities for yourself: *most – least likely to do*.
Now rank these activities for your parent's/grandparent's generation: *most – least likely to do*.
Discuss your two lists with another student.

4 Tell another student what the words in the box mean.

chain	junk	plastic	shopping

Complete the gaps with a word from the box to form a phrase connected to modern life.



5 People can have quite strong feelings about new things. Look at the language box.

feel strongly (positive)	... are indifferent	feel strongly (negative)
I love/adore is/are fantastic. What could be better than is/are a great thing.	I don't mind is/are OK, but ... I don't have a problem with don't/doesn't bother me.	I can't stand is/are awful/terrible. There's nothing worse than make(s) me mad.

Tell another student how you feel about the things in Ex. 4. Explain your feelings.

6 Prepositional phrases: time

Match a preposition to each word/phrase below to make a prepositional phrase about time.

IN	AT	ON

1 summer
2 weekends
3 the evening
4 sunrise
5 Saturdays
6 breaktime
7 my days off
8 term time
9 special occasions
10 night
11 New Year
12 the holidays

Tell another student about something that you typically do at these different times.

SKILLS FOCUS: Developing answers

Commenting

When answering questions as in Part 1 of the IELTS Speaking test, you can build on and extend **direct answers** to the question by adding **comment**.

Look at these examples. Information that directly answers the question is in **bold** and comment on the answers is in *italics*.

What sorts of new technology do you use?

The usual things, like an MP3 player and a digital camera – *but I am not the kind of person that has to have the latest thing.*

Do you have your meals in front of the TV?

I do actually – in the week when I get home from college – *we don't eat as a family in the week – everyone is too busy* – **but not at weekends,** *we always sit down together as a family then.*

The box below shows language typically used for commenting.

That's the way things are.	I've always/never been ...
It's really easy/difficult to ...	That's what most people want.
I'm the sort of person ...	Things might change ...
I never seem to ...	Life is really ...
I'm always/just too ...	I find that sort of thing ...

1 Look at these questions. Think about a direct answer for each question and what a comment on each of these answers might be. Use expressions from the box above.

1 Has your country changed much in the last ten years?
Yes, actually – shopping malls changed the way we do our shopping – it's much easier to find what you want in one place.
2 What kind of physical exercise do you enjoy?
3 What sort of things do you use your computer for?
4 What do you do to help the environment?
5 How often do you communicate with friends?
6 How interested are you in fashion?

Practise asking and answering these questions with another student.

'Signals' in long turns

In Part 2 of the IELTS Speaking test where you need to speak at length from notes, you can help the listener follow what you are saying in various ways.

A One way is to *signal* to the listener you are making a new (additional) point:

what / I liked / as well was
what / I thought / too was
what / I saw / as well / was

B Another way is to *highlight* a connection between what you are now saying and what you *mentioned before* i.e. to refer back

as I've already said/mentioned

2 **Work with another student. Look at the language below and decide if it is an example of A or B above.**

1 … *going back to what I said* about …
2 … and *another thing that* is different about life today …
3 … and *as I said before* …
4 … it's like *my point about* …
5 … *something else that* I really liked was …
6 … X is important today *too* …
7 … *it's like I said earlier* …
8 … what I *also* missed was …

3 **Work with another student. Make notes on the following topic. Then take it in turns to talk for about 2 minutes on the topic.**

Describe what has changed in your country in the last ten years.

You should mention:

- ***lifestyle***
- ***technology***
- ***environment***

and say what the biggest changes are.

While your partner is talking, listen and note:

a ***where they add a new point***
b ***where they refer back to something they've said***

Offering opinions

When we talk about our views/opinions on topics, as in Part 3 of the IELTS Speaking test, it is common to compare what we think to what other people, most people, etc. think.

Sometimes we do this to show we share the view of others and sometimes to show that we have different views. Look at the language below.

Shared views	Different views
I feel the same way as everyone else …	My view is a bit different.
I think everyone my age …	I don't agree that …
Like most people, I …	… most people feel differently to me..
… most people share this view.	I'm really not convinced …
… I'm quite typical, I think.	I'm not typical of people my age.
… most people would agree (with this).	I know it's unusual but …

4 **Work with another student. Discuss the results of this survey about life in modern Britain using the expressions above. Are the results what you would expect?**

Since 1930, the BBC has undertaken the Daily Life survey every decade to track changes in the way people in the UK spend their time and consume media.
The latest survey challenges, or supports, some of our preconceptions about how we live our lives.

We can't live without our mobile phones
More than half of TV viewers said they could not live without their television, compared to only a third feeling the same about their mobile phones.

Drive time or office time is 'radio time'
One fifth of respondents listened to the radio at work.

TV dinners are alive and well
Almost half of people in the UK eat in front of the TV every evening. However, 15% of teenage girls recorded that they did not eat at home at all on a school day.

Teenage boys are console mad
92% of boys aged 10-14 years use a games console at least once a week, with half of the respondents recording that they spent nine hours a week playing.
In contrast, only 59% of girls said they used a console at least once a week.

Women spend most time in the kitchen
81% of women do some cooking every day, compared to only 52% of men.

Teenagers spend all their time in bed
Teenagers spend almost half of the average day (10 hours and 50 minutes) in bed, compared to just over eight hours (8 hours 17 minutes) for those aged over 20.

Married men and housework
More than half of all married men do some chores every day.
Although this is more than their single counterparts (45%), it is still less than married women, 83% of whom do some chores every day.

5 **Now take turns to ask and answer these questions. Think about the results in the survey, and in your answers show how your view or feelings are shared with or different to those of others.**

1 What is the one possession you could not live without?
2 Does listening to the radio help people to work?
3 Should families eat together every day?
4 Are computer games harming young people?
5 Is cooking a shared responsibility in your home?
6 Are young people lazier nowadays?
7 Should men and women share the housework?

GRAMMAR FOCUS: Review of past and perfect tenses

One important difference between the use of ***past simple*** and ***present perfect*** is:

simple past is used to talk about a **definite** past time: the speaker says/is interested in **exactly when** something **happened**.
I got a new computer ... *last Friday / in the summer / in 2007.*

present perfect is used to talk about an **indefinite** past time: the speaker **does not say when** but is interested that something **has/hasn't happened**.
I **haven't** *ever* **used** a hands-free set ... *before.*

present perfect is connected in some way to the present/the simple past is just about the past
This is the first time I've been here / I went there *last year.*

1 Answer each question using the word/phrase in brackets. This word/phrase should help you choose the verb form you need to use.

1 When was the last time you went skiing? **(never)**
.....
2 When did you start using email? **(ago)**
.....
3 Have you been on this diet before? **(the last time)**
.....
4 Have you seen her latest film? **(twice)**
.....
5 Is this the first time you've been here? **(several times)**
.....
6 Have you always lived here? **(in 2001)**
.....
7 Have you travelled abroad recently? **(last summer)**
.....
8 What was the last big thing you bought? **(on my birthday)**
.....

2 Match 1-8 to A-H to form complete sentences.

1	Broadband wasn't introduced in our area	A	before.
2	The pace of life has changed dramatically	B	ages ago.
3	I've never really eaten fast food	C	forever.
4	I haven't received an answer	D	until last month.
5	The last time I went to the gym was	E	last year.
6	I've only met them	F	in recent times.
7	Things didn't go well	G	yet.
8	It seems like I've known them	H	twice.

3 Sort the time expressions in Exs.1 and 2 into two boxes.

Time expressions commonly used with past simple	Time expressions commonly used with present perfect

Work with another student. Add a few more time words of your own to each box. Check your ideas with your teacher.

4 Modern technology has certainly changed the way we experience many things. Circle three things that you did differently in the past.



Tell another student:

- what has changed.
- when things started changing.
- how things were or used to be in the past.

5 Look at this extract from Part 2 of an IELTS Speaking Test. A student is talking about 'keeping information'. Discuss these questions about the verb forms the speaker correctly uses.

why is **a** *present perfect* and not *past simple*?
why is **b** *used to* and not *past simple*?
why is **c** *past simple* and not *past continuous*?

I think things **a) have changed** a lot ... In the past, I **b) used to keep** all sorts of things like photos or articles in albums and school work in folders ... but all that **c) changed** when I **got** a really good computer and a digital camera ...

why is **d** *past continuous* and not *past simple*?
why is **e** *past perfect* and not *past simple*?
why is **f** *past simple* not *perfect*?

... The other day, while I **d) was looking** at some photos that **e) I'd taken** before I got my digital camera, I realised that they were the last photos I'd actually given to a shop to be printed ... that **f) was** over three years ago ... It's amazing how things in life change ...

6 Now complete this extract from someone talking about traffic congestion. Choose the correct form of the verb in brackets.



I can't say that traffic congestion is a thing of the past in my town, but things really **1)** **(improve)**. Last year, I **2)** **(think)** about changing my job because the traffic problem **3)** **(be)** so bad, but then the new road around the town **4)** **(open)** and everything **5)** **(got)** better. I **6)** **(sit)** in the car for ages during rush hour, but not anymore. I **7)** **(talk)** to some friends the other day who **8)** **(move)** two years ago to escape the congestion. They **9)** **(tell)** me that they now wish they **10)** **(not/move)** because their journey to work which **11)** **(take)** them 1 hour and 40 minutes most days back then, can now be done in 15 minutes. That's how much things **12)** **(change)**.

EXAM FOCUS: IELTS Speaking Test Parts 1, 2 and 3
Introduction and interview, long turn, discussion

1 Tips for IELTS

1 **In the next section, you are going to take part in a whole IELTS Speaking Test. Look at these tips for this test. Underline a short phrase that will help you remember each tip. Then compare the phrases you have underlined with another student.**

Test Tips

- Avoid long pauses trying to remember a word or thinking about an idea. Either describe what you want to say using other words or move on to make a different point.
- In Part 2:
 - use the full time allowed to make notes.
 - make notes in bullet-point form.
 - make sure your notes provide points you can expand on.
- You can add variety to the way you answer questions in two simple ways:
 - respond to questions with different short answers and expand on them.
 - avoid always opening your answer with your own current view. Talk about different perspectives: present/past, others' views/your view.
- In Part 3, the examiner wants to listen to you speak, not have a discussion. So always try and develop and extend what you say. There are many ways to do this:
 - comment on your answers
 - give examples
 - describe things
 - explain things
 - compare your views with others.

Preparation Tips

- The test begins with questions about your *home/town* or your *work/study*. Revise key vocabulary for talking about these so you can make a confident start.
- Practise saying words that you find it difficult to pronounce, both on their own and in a sentence. Use a pronunciation dictionary to help you. Record these words and ask your teacher to listen to the recording.
- The IELTS Speaking Test is in 3 parts to give you the chance to show you have a range of speaking skills such as the:
 - ability to give personal information
 - ability to speak about something in a long turn
 - ability to discuss more abstract topics

 Find opportunities to listen to these ways of speaking outside of class through the Internet, radio or TV and practise speaking in these different ways.
- Vocabulary is key to doing well in the Speaking Test. It is important that you use a range of vocabulary appropriately. As you revise vocabulary, think about how you might use it appropriately in response to more personal questions in Part 1 and/or more general/abstract questions in Part 3.
- Work with another student as the examiner. Record yourself doing a whole test. Listen to the recording and check you:
 - use a range of vocabulary
 - use a range of grammar accurately
 - pronounce words clearly
 - speak logically without too much hesitation.

1 **Work with another student. Take it in turns to ask/answer 3 or 4 questions on each topic.**

Home

Let's talk about your home town ...

- Where do you live now?
- Have you/your family always lived there?
- What type of accommodation do most people live in?
- Would you like to move to a bigger/smaller town?
- What makes your town special?

Work/Study

Let's talk about what you do ...

- Do you work or are you a student?
- Tell me about a qualification you have or are working towards.
- What do you enjoy most about your job/course?
- How easy is it to find a job in your country?
- Would you like to work abroad?

Health

Let's move on to talk about health ...

- Do you do much physical exercise?
- Are you careful about what you eat?
- What sort of things make you feel stressed?
- Tell me about what you do to relax.
- Do many people in your country go to gyms?

2 **The examiner will begin Part 2 of the test as follows:**

- **Examiner:** ***Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?***

Then the examiner will give you some paper and a pencil for making notes, read the topic to you and give you the task card at the same time.

- **Examiner:** ***I'd like you to describe something that you own that has changed your life.***

I'd like you to describe something that you own that has changed your life.
You should say:

- ***how and when you got it***
- ***how you look after it***
- ***how it has changed things for you***

and explain why it has become important to you.

3 **The examiner will begin Part 3 by making a link to Part 2 and moving on.**

Now we've been talking about things that have changed your life and I'd like to ask you some more general questions about this ...

The examiner will then ask questions on 2 or 3 sub-themes around this general topic.
Work with another student. Take turns to ask and answer these questions.

Let's first consider *modern communications technology* ...

- Do you think the Internet has improved people's lives?
- Why do some people find mobile phones annoying?
- Are computers good for children?

Let's move on to consider *modern city life* ...

- Is traffic the biggest problem cities face?
- Why do some people consider cities dangerous places?
- What can we do to make cities better places to live?

And finally let's talk about *modern lifestyles* ...

- Is it good that supermarkets are open all the time?
- Do you think that people watch too much television?
- Has fast food changed how people live nowadays?

3 Thinking about the IELTS Practice Test

1 Listen to this extract from the IELTS Speaking Test.

Which part/parts of the test is the extract from?
What topic/topics is/are the candidate asked to speak about?

2 Now listen again. Note in the box good examples of vocabulary the candidate uses to talk about the topic. Compare your notes with another student.

3 Look at this tapescript of what the candidate said. Underline examples of language and grammar points looked at in this unit.

... as I said before, my mobile phone really has changed my life ... in the past, I had to remember to do things but now I use the phone to remind me ... and I didn't use to keep in touch with friends like I do now ... and of course there are so many different functions on phones nowadays ... I don't have music on mine but a lot of my friends do ... I use the camera a lot - the quality is the same as a digital camera - and of course I text all the time ... but there are some things that annoy me ... one thing is all this hands-free stuff ... I sometimes walk towards people thinking that they are saying something to me ... and another thing that annoys me is people having loud conversations in public places and silly ringtones ... I might get a phone that lets you get your e-mails next ... the technology is just fantastic ...

4 What do you know about IELTS?

1 What do you now know about the IELTS Speaking Test? Answer these questions.

1 How long does the whole test/each part of the test last?
2 Does the examiner interrupt you to finish Part 2?
3 What things are you assessed on in the Speaking Test?
4 Is the test always recorded?
5 What are the names of the three different parts of the test?
6 How and when are you going to practise speaking to prepare for the Speaking Test?

14 Talks, presentations and lectures

IELTS Paper focus:	Listening
Vocabulary focus:	Words/Phrases about talks, presentations and lectures, expressions, collocations
Skills focus:	Listening for signal words, listening for detail
Grammar focus:	The future
Exam focus:	Listening Paper Section 4 Form, note, table, flow-chart, summary completion tasks

VOCABULARY FOCUS

1 Look at these pictures. What same activity are all the speakers doing?







2 When and why do people give talks, presentations or lectures? Have you ever been to a talk or presentation? Tell one another about it and why it was good/poor.

3 Here is a list of points describing talks. Put them into the correct columns.

A fast pace
The speaker reads from notes
The speaker makes eye contact with the audience
Lots of visual aids
A clear structure to the talk
A relevant topic
An attentive audience
A confident speaker
Lots of jokes
Question time
A responsive audience
Frequent changes of topic
The speaker has a loud voice
The speaker uses gestures
A large audience
Questions from the audience

What makes a good talk	What makes a poor talk	It depends

Discuss your answers and the reasons for them. Do you agree with one another?

4 Here are the stages of a talk. They are in the wrong order. Put them on the correct point in the flow chart.

conclusion	summary	question time	introduction	the body of the talk

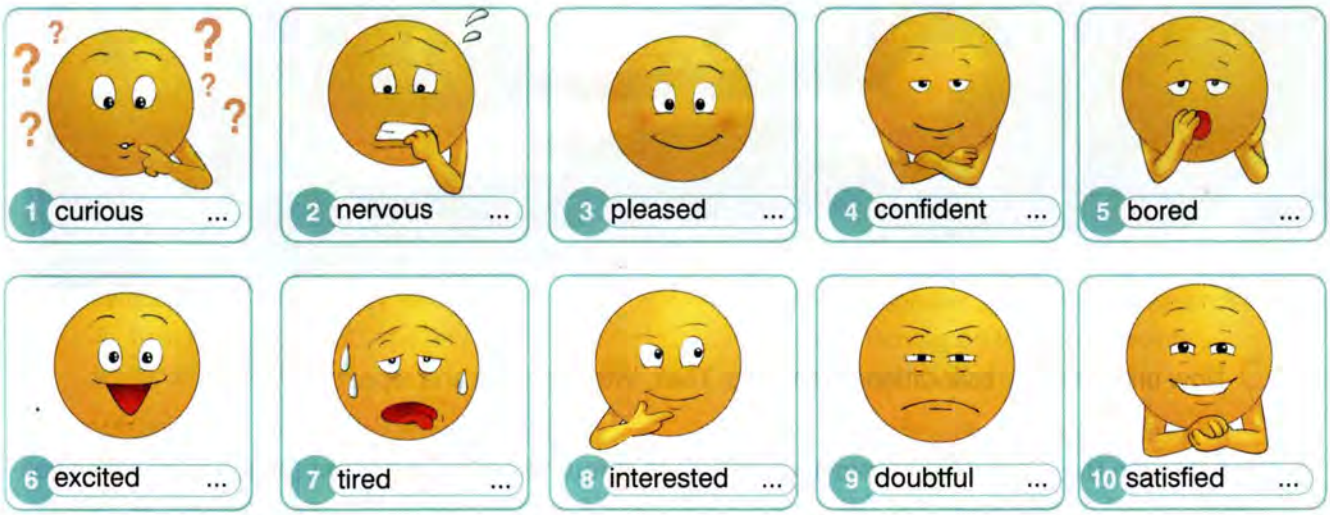
1
↓
2
↓
3
↓
4
↓
5

The stages of a talk

5 Look at these expressions. Write next to them the number of the stage in which you would hear them in a talk.

A What we can conclude is ...
B Today, I'd like to talk about ...
C That's all I have to say.
D In summary, ...
E I'd like to move on to my next point.
F Does anyone have any questions?
G What we're going to look at this afternoon is ...
H What we can learn from all this is ...
I Now, moving on ...
J So, my main points were ...
K Over to you ...
L The next point I'd like to make is ...

6 Look at these faces and the emotions they express. Do you think they describe a speaker or the audience? Mark them *S* (speaker) or *A* (audience). Discuss your answers.



7 Complete the gaps in these sentences with the correct words on the right.

Tips on giving good talks

1	Try to look confident when you a talk.	QUESTION
2	Don't just read your notes	MAKE
3	Keep time till the end.	ATTENTION
4	Don't worry if you a mistake.	KEY
5	It's important to make contact with your audience.	TURN
6	Remember that your audience probably has a short span.	BODY
7	Good talks help you focus on points.	DO
8	Always a rehearsal before giving your presentation.	EYE
9	Use language such as gestures to emphasise your points.	GIVE
10	When you're giving a talk, never your back to the audience.	ALOUD



Now underline the collocations in the tips. Then, listen to them and repeat.

8 Read through these two pages again and make a list of four things it's important for you to do when you give your next presentation, and four things it's important for you to do when you listen to your next presentation. Discuss and explain your decisions.

SKILLS FOCUS: Listening for signal words and listening for detail

Signal words

1 🎧 **Listen to some signal words. Which of the following kinds of information do they make you expect to hear next? Write the words you hear next to the matching phrases.**

1 an explanation/clarification
2 the last point to be made
3 a result or conclusion
4 an example
5 a generalisation
6 the start of a list
7 more information on the same point
8 contrasting information
9 the next thing to happen
10 the next point in a list
11 a summary

2 **Here are some more signal words. What kind of information do they introduce? Choose a number from Ex. 1 for every signal word below.**

A however
B unlike
C lastly
D as a result
E actually
F generally speaking
G what's more
H what I mean is
I for example
J in conclusion
K another point
L in fact
M first of all
N for this reason
O after that

Signal words and IELTS Listening Section 4

We use signal words when we speak or write – particularly when we speak or write at length. We use them to show our reader or listener what we are going to talk about next. So, in a way, they are like road signs ... they show you where you are going.

In IELTS Listening Section 4, you listen to a lecture or talk. Of course, lectures and talks are quite long, as a single speaker gives lots of information on one topic, so the speaker will use signal words to help direct the listener. When you take the IELTS Listening Paper, you can use these signal words to work out what kind of information you will hear next. This will help you decide where you are in the questions and if the information you are about to hear is relevant to the next question.

3 🎧 **Listen to this extract from a talk and answer the questions.**

1 Why does the speaker say '***firstly***'?
A to start giving points in a list
B to begin the talk

2 Why does the speaker say '***in other words***'?
A to repeat information
B to say something again more clearly

3 After '***what I mean by this is***' we hear
A an explanation.
B a new point.

4 When the speaker says '***after that***' we understand
A he is moving on to his next point.
B it is time to finish the talk.

5 When the speaker says '***finally***' we know
A the talk is over.
B he has reached the last point on his list.

6 The speaker says '***so***' to
A introduce a result.
B introduce a conclusion.

4 **Read this short text about giving a talk. The signal words have been taken out. Complete the blanks with words from Exs. 1 and 2.**

There are a number of things that you need to remember before you give a talk. **1)**, you need to think about who your audience are, **2)**, how old they are or how much they already know about the subject. **3)**, you need to think about your audience's characteristics (i.e. what they're like), so you can make the content of the talk right for them.
4) to think about is how long your talk will be. You will want to give your audience key information. **5)** you need to decide how much key information to give them. This depends on the time available. **6)**, when you plan your talk, you will need to prioritise your information, deciding what is most important. You may **7)** need to decide what information to leave out. **8)**, we can see that the planning stage is an important part of giving talks.

🎧 Compare your answers with other classmates', then listen to a recording of the talk to check your answers. Your answers may be different to the speaker's but they should be the right kind of signal word.

Listening for detail

5 🎧 We know from Unit 10 that when we listen for detail we need to understand the information provided by groups of words, a whole sentence or several sentences. IELTS Listening Section 4 often requires candidates to listen for detail. Practise this skill by listening to these short extracts and answering the questions. Listen to each recording twice and complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer.

1 Jokes are sometimes used to begin talks as a way of
.....
.....

2 Answering questions in the middle of a talk can make the audience forget what the talk is
.....

3 Telling people there is a question time at the end may prevent them

4 In Japan, people often listen politely to a talk to show that
.....

5 Sound definite and firm if you want to
.....
that your argument is right.

6 Showing emotion during a talk can be a useful way of
.....



GRAMMAR FOCUS: The future

GR p. 208

1 Look at these notices from the social activities organiser of a summer language school. How many different kinds of future forms do they contain?

1 All our films **start** at 9 pm next week.

2 After the class on Tuesday, **we're going to visit** the Science Museum.

3 The bus to the airport **leaves** at 6 pm next Saturday.

4 I'm sure **you'll** all **love** our next shopping trip.

5 Please don't buy expensive things – **you'll run out of** money.

6 With all your energy and enthusiasm and my great planning **we're going to have** a wonderful time!!

7 **I'll talk** to the teachers for you if you have any problems – just let me know.

8 **We arrive** in London at 10 am tomorrow, so we have a whole day for shopping and sightseeing!!

9 **We're going to have** an 'International Party' at the end of the course.

There are three kinds of future forms used in these notices: ***going to + infinitive***, ***will + infinitive***, ***present simple***.

2 In which notices do the future forms relate to:

- timetabled arrangements?
- predictions?
- offers/promises?
- plans?
- things that seem certain to happen?

3 Now complete these rules about the uses of these different future forms.

1 We use '.....' to talk about:
- things that are planned
- things that seem certain to happen based on present evidence

2 We use '.....' to talk about:
- promises and offers
- decisions made as you speak
- confident predictions
- future time

3 We use '.....' to talk about:
- events which are on a timetable/calendar for the future

4 Write some sentences about each of the following. Use the right future form.

Your predictions for 2050

e.g. about
- transport
- IT
- pollution
- food

Your plans

e.g. for your
- studies
- work
- personal life

Your timetabled future events

e.g.
- term dates
- public holidays
- annual events in your town/country

Tell your classmates.

5 Complete these college notices with the correct future forms.

Talks

1 There a talk at 5.30 today.
Topic: Improving your IT skills

Grants and loans

2 Cheques available for collection as from next Friday.

Football Club
Great news!

3 We hire a bus to go and watch the team play. They need our support!

New style lectures

4 From next term you be able to access lecture notes online. Visit www.yourlectures.net

Timetable change

5 Classes next term on 7th March, not on 6th March as previously announced.

International Women's Day

6 Women's Day next Wednesday. Events 9.00 am. Main hall.

Bookshop

7 Don't miss this excellent offer.
We give you one book free every time you buy two.

New bus times

8 From next week buses leave for town at 1, 21, 41 minutes past the hour.

International Club

9 Our club have to shut down – we've no money left. Please help.

6 Complete this email with the correct future form.

Dear Paula,

I **1)** listen to Bill Gates' talk tomorrow. I'm really excited about it. He **2)** talk about how he thinks IT **3)** develop over the next 20 years. He's a really good speaker and, of course, he was the person who started Microsoft, so I'm sure the talk **4)** brilliant. Would you like to come? It **5)** at 6 pm and it's in the central lecture theatre. I **6)** pick you up if you want, as I've decided to drive. I **7)** visit some friends after the talk, so you **8)** have to make your own way home, I'm afraid. Really hope you can come. I know it **9)** really worth it.

I **10)** text you later.

Yours,

Ken

EXAM FOCUS: IELTS Listening Paper Section 4
Form, note, table, flow-chart, summary completion tasks

1 Tips for IELTS

1 On the next page, there is a practice test for Listening Section 4. Here are some tips to help you in this section. Tick (✓) the tips that you need to practise most.

Test Tips

- Read the questions, think about what you know about the topic, and predict the answers. Then check your answers as you listen.
- Remember to:
 - follow instructions exactly.
 - check your grammar is correct.
 - check your spelling is correct.

 You lose marks otherwise.
- Listen carefully to the instructions on the recording. They may contain clues that help you with your answers.
- Listen for signal words – they will help you understand what kind of information is coming next and if this is relevant to the next answer.
- Never leave an answer blank. After you have transferred your answers, if you still have some blank answers, then guess. Write something that might be possible. You might be right and you can't lose!
- Focus on just one question at a time. Then go on to the next one. The questions follow the order in which the information is given in all sections of the paper. If you can't answer a question, don't worry about it. Just move on to the next question. Don't let worrying about one question make you miss the next one.
- **Completing the answer sheet**

 When you have listened to the whole test, you are given 10 minutes to transfer your answers to the answer sheet. This sounds easy but in fact many candidates make mistakes when they transfer their answers.

 Remember to:
 - write in pencil.
 - make sure you put each answer in the right place.
 - write clearly.
 - think about the answers as you transfer them.
 - if you rub out an answer, do it completely. Questions that seem to have 2 answers lose marks.
 - Don't copy on to your answer sheet any words from the questions – just copy the answer.
- **Form, note, table, flow-chart, summary completion tasks**

 Remember:
 - Never answer with more than the stated number of words.
 - Hyphenated words count as single words and contracted words aren't tested.
 - Write numbers as words or figures.
 - As these are notes, you can leave out articles, auxiliary verbs, etc. in your answers if they don't affect the meaning – EXCEPT in summary completion.
 - Don't change any words taken from the recording.

Preparation Tips

- Practise listening to talks in English out of class. There are many websites where you can do this. See this webpage for a very useful summary of websites for radio stations round the world: http://www.world-english.org/listening.htm

 Remember that in IELTS you may hear people talking in a range of accents from Australia, Britain, New Zealand and North America, so try to listen to people from a range of countries.

 Listen actively – listen, think, criticise and evaluate.
- Learn this spelling rule:

 When we add an ending beginning with a vowel to a word that ends with **-e**, we usually drop the **-e**

 *e.g. hope → hop**ing***

 *fame → fam**ous***

 *fine → fin**est***

 BUT

 Don't drop the **-e** with words ending in **-ee**

 e.g. see → seeing, agree → agreeable

Questions 1-3

Complete the sentences below.
Write **NO MORE THAN THREE WORDS** for each answer.

1 The lecturer says he will talk about top-down and listening skills.
2 Top-down skills mean a listener uses his of the world to understand.
3 The lecturer's first example is on the topic of

Questions 4-7

Complete the summary below.
Write **NO MORE THAN TWO WORDS** for each answer.

The Second Example

For his second example, the lecturer asks us to imagine we are in an Italian **4)**
..... when a stallholder approaches us holding some **5)**
She says something, and even though we **6)** Italian,
we are able to work out what she means because we understand **7)**

Questions 8-10

Complete the notes below.
Write **NO MORE THAN THREE WORDS** for each answer.

Problem	Solution
You don't understand a word.	Use your knowledge of the **8)** to work out its meaning.
Someone says something unexpected.	Listen carefully to their **9)**
You aren't sure about the speaker's mood.	Watch their **10)**

3 Thinking about the IELTS Practice Test

1 Which of these task types did you do: *multiple choice, note completion, form completion, short answer questions, sentence completion, matching, summary completion, table completion*?

2 Which way of answering did all the tasks have in common?

3 How important is using correct grammar and spelling in answers to these types of task?

Very important Quite important Not important

4 Look at the instructions for each task. Are they the same? Did you do exactly what they required?

5 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 the other
2 knowlige
3 people talking about football
4 in a food market
5 strawberry
6 not speak
7 the whole situation
8 topic
9 intonation and the words
10 faces

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Listening? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

6 Look at your answers to the practice test and tell the class all you now know about listening skills.

7 Look at the recording script at the back of the book and note down in your vocabulary record any interesting new vocabulary it contains.

4 What do you know about IELTS?

1 What do you know about IELTS Listening Section 4? Answer these questions.

1 What kind of speaking do you listen to in Section 4?
2 How many people do you listen to in Section 4?
3 What kind of topics do you listen to in Section 4?
4 What kind of words can help you find your direction in Section 4?
5 Which listening skills are most useful for Section 4: skimming, listening for specific information, listening for attitude or listening for detail?
6 What are you going to do to prepare yourself for IELTS Listening Section 4?

15 The natural world

IELTS Paper focus:	Reading (Academic)
Vocabulary focus:	Words/Phrases about the natural world, collocations, suffixes
Skills focus:	Reading for specific information/scanning, reading to check information/opinions
Grammar focus:	Past tense of modals *would/should/might*
Exam focus:	Reading Paper (Academic) Passages 2 & 3 Identifying information, identifying writer's views/ claims, summary completion tasks

VOCABULARY FOCUS



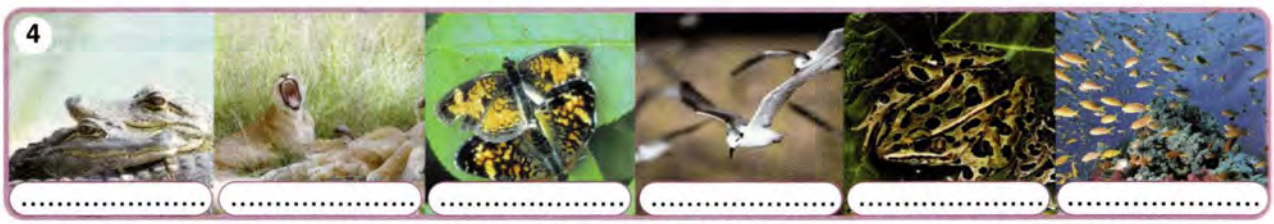
volcano star island desert forest planet ocean



earthquake drought floods storm hurricane



solar energy extinction pollution global warming



birds insects amphibians mammals fish reptiles

1 Look at each set of pictures and label them with the words below each set. As you complete each set, tell your teacher examples of what each picture shows.

2 Listen to the recording and follow the instructions.

3 Now listen and say '***true***' or '***false***' to the statement you hear. Correct the false statements.

4 Work in pairs. Cover the words under each set of pictures. One touches the picture, the other says its name.

5 Make sentences with at least three of the words above, each from different categories.

e.g. Some mammals can survive for a long time in droughts and deserts.

Tell each other your sentences.

6 Use these adjectives to make as many collocations as possible with the words below. NB Not all the words (1-16) collocate with the adjectives, so choose carefully.

endangered	severe	extinct	strong	heavy	global

1	a star	5	floods	9	pollution	13	reptiles
2	a volcano	6	a hurricane	10	climate change	14	mammals
3	a planet	7	a drought	11	solar energy	15	insects
4	an ocean	8	an earthquake	12	extinction	16	amphibians

7 Here are some suffixes, word parts that are added to the end of a word *e.g. -ful -ous*. Match them and their examples to their grammar and meaning.

Suffix	Grammar and Meaning
-ment *e.g. government, management* ***-ous*** *e.g. mountainous* ***-able*** *e.g. affordable, washable* ***-less*** *e.g. hopeless, careless* ***-or/er/ist/cian*** *e.g. actor, geologist, teacher, politician* ***-ful*** *e.g. peaceful* ***-tion/-sion*** *e.g. pollution, decision* ***-ness*** *e.g. kindness* ***-ly/y*** *e.g. friendly, daily, easy, bossy*	1 to make a verb into an adjective ***Meaning*** = worthy of being / able to be 2 to make a noun ending ***Meaning*** = someone who does a job 3 to make an adjective ***Meaning*** = having the quality of 4 to make a verb into a noun ***Meaning*** = act/state of ... 5 to make an adjective into a noun ***Meaning*** = the quality of 6 to make an adjective ending ***Meaning*** = with a certain quality 7 to make a noun into a negative adjective ***Meaning*** = without

Add more examples, then compare your answers.

8 Remember – if you can spot the prefixes and suffixes in a word, you can often work out what the word means. What do you think these words mean: ***painful, childish, friendly, enjoyment, frightening, guitarist***?

9 Unfortunately, as with prefixes, there is no rule to say which words can take suffixes. You have to learn them one by one. Use these 4 suffixes: ***-y, -ion, -er, -tion*** to make 6 new words from the words below:

extinct	storm	pollute	star	fish

10 Hold a class contest. Who can make the most words from these words? Use prefixes and/or suffixes.

care	real	decide	govern

11 Using the words in this vocabulary section to help you, prepare a mini-presentation for your classmates on the geography, environment and animal life of the place where you live or a place you are interested in.

SKILLS FOCUS: Reading for specific information/scanning and reading to check information and opinions

Reading for specific information/scanning

1 Read this article and answer the questions.

1 What was the name of the panda?
2 When was he released?
3 Where is the Giant Panda Research Centre?
4 In what month was the panda found dead?
5 How many pandas are there in the wild?
6 How many pandas are there in captivity?

Panda's fight for freedom over

The conservationists behind China's first attempt to reintroduce captive giant pandas into the wild have received some upsetting information, according to news reports.

Chinese media have announced the discovery of the body of Xiang Xiang, the first giant panda to be released into the forests of the Wolong Nature Reserve after being raised by humans. The five year old animal was freed in April 2006.

Staff at the Wolong Giant Panda Research Centre believed the panda was adjusting well to his life of freedom. However his body was found in February, less than one year later. Xiang Xiang had undergone three years of training to help him survive in his natural habitat.

The Deputy Director of the centre believes they can learn from Xiang Xiang's death. There are between 1,600 and 2,000 pandas living in the wild, and about 200 in captivity.



Xiang Xiang was released into Sichuan's forests in April 2006

2 To find the answers to questions 1-6, did you need to:

a read every word in the article?
b skim the whole article?
c look for specific things like dates, numbers and names?
d find the main idea of each paragraph?

3 **Questions 1-6 required you to read for specific information. This is also called 'scanning'. What is reading for specific information/scanning?**

Reading for specific information/scanning means reading a text to find a specific piece of information. The piece of information is often a name, a word, a date or a number.

How do you scan? By just looking for the kind of information you need and ignoring everything else, e.g. if you need to find the name of a month in a text, then why read the other words carefully? Ignore them and just find the kind of word you need. Once you have located the name, date, number, etc, check that this corresponds to the information you are looking for. If not, continue scanning e.g. In the above text there are two names: Wolong and Xiang Xiang, but only one is the name of the panda.

Be selective when scanning i.e. only read what you need to read.

Why do we scan? To pick out exact information.

4 **Scanning and the IELTS exam**

Scan the IELTS exam texts when you need to find specific information e.g. *a key word, a paraphrase of a key word, a date, name* or *number* in tasks such as *a summary completion, short answer questions, diagram label completion*.

Scanning is the best way to read to find specific information because you find it quickly without wasting time on other information in the text.

Reading to check information or opinions

5 **Look at these three statements and answer the questions about them.**

Scientists have concluded that the dodo is extinct.	Global warming is likely to melt the Arctic ice caps.	There is a lot of evidence to indicate that many seas have already been damaged by carbon dioxide.
Which sentence a-c **agrees** with this statement?	Which sentence a-c **disagrees** with this statement?	Which sentence a-c gives **no information** on this statement, i.e. does not confirm it or disagree with it?
a Scientists think that the dodo may be extinct. b Scientists believe that the dodo is extinct. c According to scientists, there is a good chance that the dodo is extinct.	a There is now some doubt about whether global warming is causing the ice in the Arctic ice caps to melt. b It seems that the Arctic ice caps will melt because of global warming. c In all probability, global warming will cause the Arctic ice caps to melt.	a In seas close to heavily populated land, fish often die from chemicals used in agriculture. b There appears to be a limit on the amount of carbon dioxide that seas can absorb. c There are many signs that the seas are being affected by global warming.

6 Read the extracts from articles **A-E** and next to statements 1-5 below, write

YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN it is impossible to say what the writer thinks about this

1 Glenn White is confident that we have the means to discover extraterrestrial life.
2 The panda centre has decided to make changes to its project.
3 The writer was very impressed by the view of Mount Kilimanjaro.
4 Scientists have discovered that plants grow on some planets.
5 The burning of coal is a likely cause of stronger storms.

A

Glenn White is a scientist with the Darwin Mission; a project to find Earth-like planets. He is confident that the project has a good chance of finding other forms of life in the universe, if there are any to be found.

B

Following the death of Xiang Xiang, the head of the Panda Centre expressed his sadness but claimed that it didn't mean that the project was a failure. He argued that his team had learned valuable lessons that would help them to improve and develop the project further in the future.

C

It's one of the most wonderful images in Africa and the world: the view across the sun-baked plains towards the snowy peak of Mount Kilimanjaro in Tanzania.

D

Advances in technology may mean that planets, similar to Earth, could be found in the next few years. Scientists believe the new technology is so reliable that it will bring them closer to discovering exoplanets that may have an atmosphere like our own, increasing the possibility of them having breathable air and forms of plant life.

E

Scientists have reported that Asian cities are producing dangerous levels of air pollution. So much in fact that it is increasing the number of storms over the Pacific Ocean. Information collected over several years shows there are about fifty percent more storm clouds than ever before. It is claimed that the main cause of this is because cities in countries such as India and China are burning more and more coal as their industries grow.

7 How can we read to check information and opinions? To recognise an opinion, read for detail and look out for:

- evaluative adjectives e.g. right, natural, beautiful, reliable, improved, dangerous.
- verbs which introduce an opinion e.g. to claim, to suggest, to propose, to believe.
- expressions which introduce an opinion e.g. in my view, according to, based on.

Underline the language in the extracts in Ex. 6 which shows the information is an opinion.

Reading to check information and opinion = reading to work out what exactly is said about certain topics or opinions. To do this kind of reading, you must read sentences carefully for detail. You also need to see how sentences link with others and how this affects their meaning, and look for paraphrases.

This kind of reading is an essential part of all research and reading in everyday life because it helps you to find out exactly what information a text provides or exactly what a writer's views are. We often have a vague idea about a topic or someone's opinions and need to check if our idea is right.

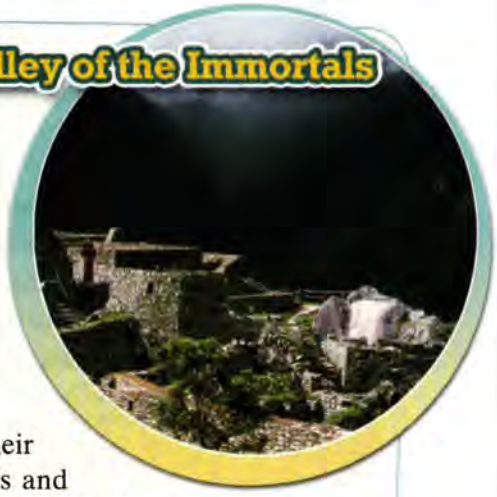
8 Identifying facts and opinions and the IELTS exam
In the IELTS Reading Module you may be asked to check the information or opinions mentioned in a passage, particularly in Reading Passage 3. Multiple choice, identifying information and identifying writer's views/claims tasks are often used to focus on this kind of reading.

9 Practise checking information by doing this IELTS task.
Do the following statements agree with the information given in the reading passage? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 The Vilcabamba valley was a magnificent place.
2 Vilcabamba village was unusual because its inhabitants lived so long.
3 The are as many village inhabitants over 100 as there were (in the past).
4 Researchers investigated why Vilcabamba people lived so long.
5 Modern ways of living are not as good as more traditional ones.
6 Nowadays, there are more tourists than inhabitants in Vilcabamba.

Trappings of modern life bring an early death to Valley of the Immortals



For centuries, Vilcabamba was a South American idyll. The valley boasted a lush and peaceful setting in remotest Ecuador, a year-round warm climate, crystal clear mountain water and abundant fruits and grains. The inhabitants lived long and healthy lives.

So long and so healthy that since the 1950s lots of scientists have come here to study the hardy mountain farmers because of their astonishing longevity. The publicity gave Vilcabamba a nickname, the Valley of the Immortals, and put it on the tourist map. Backpackers visited and so tourism wound its way into the valley, bringing paved roads, vehicles, hotels, restaurants and Internet cafes.

And then something else happened. The famous elders, who throughout their long lives had resisted the damages of time and inspired scientific papers and dreams of eternal youth, began to drop dead. All of those who were said to be over 110 have gone and there are few making it past 100. "We're dying younger," said Maria Cabrera, 91. "It's not like before. We feel we're getting weaker."

A census is expected to confirm the widespread impression that there are far fewer centenarians. Levin Perez, said to be 105, died five months ago. "They're disappearing," said Franklin Carrion, the district coordinator. "The new generation isn't lasting as long."

The cause of the longevity was never identified. Some scientists claimed it was due to genes, others the hard labour and vegetable and fruit diet. Sceptics said the elders exaggerated their age.

There is wide agreement, however, on why the phenomenon seems to be ending: modernity and its problems – noise, chemicals, pollution and stress. Nelson Jurado, a gerontologist in the capital, Quito, said a 'tsunami of development' had damaged Vilcabamba's fragile ecosystem. "Now these people live at a faster pace and that has affected their quality of life and longevity."

What was a tiny sleepy village has in less than a generation become a tourist centre. Just a 45-minute drive from an airport, the permanent population has almost doubled to 4,200 and is swollen by hundreds of tourists who pack the more than 30 hotels and hostels.

10 Underline in the articles in this section any words about 'The world around us'. Add them to your vocabulary record if they are new to you.

GRAMMAR FOCUS: Past tense of modals *would/should/might*

GR p. 209

1 Read more about the panda, Xiang Xiang.

The first panda to be released into bamboo forests after being bred in captivity has died. A Chinese nature reserve official said it might have fallen from trees while being chased by wild pandas.

The body of Xiang Xiang was found on February 19 on snow-covered ground in the forests of Sichuan province in China's southwest, the Xinhua News Agency said. He survived less than a year in the wild after nearly three years of training in survival techniques and defence tactics.

According to Li Desheng, deputy director of the Panda Research Centre, Xiang Xiang's case shows that wild pandas may not be willing to accept male outsiders.

'We chose Xiang Xiang because we thought that a strong male panda would have a better chance of surviving in a hard natural environment,' Li was quoted as saying. 'But the other male pandas clearly saw Xiang Xiang as a threat. Next time we will choose a female panda.'



2 Complete these sentences about Xiang Xiang. Use *might* to express uncertainty, *should* to recommend/give advice and *would* to state something definite or certain.

1 If the panda had had more training, it have survived longer.
2 The panda have fallen from a tree.
3 Experts think other pandas have chased Xiang Xiang.
4 The wild pandas have accepted a female panda better.
5 Maybe Xiang Xiang have received longer training in survival techniques.
6 The Research Centre not have released Xiang Xiang unless they had been confident about his survival.
7 The researchers have been sad about what happened to Xiang Xiang.
8 Xiang Xiang have lived much longer if he had stayed in captivity.
9 Unless Xiang Xiang had been released the researchers not have learnt about the dangers pandas face in the wild.
10 A panda such as Xiang Xiang have preferred life in captivity to life in the wild.

3 Are sentences 1-10 talking about the past, the present or the future?

4 Complete these grammar rules.

The past tense of should/might/would

- We use should/might/would + ... + past to make the past tense of these modal verbs.
 e.g. They should have been more careful.
- We use + past participle to talk about recommendations or advice about things that happened in the
 e.g. She booked her train ticket in advance to guarantee getting a seat.
- We use + past participle to talk about uncertainties or possibilities in the
 e.g. I think he lost his phone yesterday. I'm not really sure.
- We use + past participle to make confident statements about imaginary situations.
 e.g. They come to visit me if they'd had enough money.

5 Complete these sentences giving your opinions using *might/should/would have (+not)*.

1 We avoided global warming if we hadn't used so much petrol in the last century.
2 Many animals become extinct if humans hadn't spoilt the places they live in.
3 Experts discovered the full effects of human behaviour on the natural world a long time ago.
4 We prevented some hurricanes, storms and droughts in the last few years if we had understood more about what causes them.
5 With the right technology, humans gone to live on Mars and other planets many years ago.

Now compare and discuss your answers with another student. Try to reach an agreement.

6 Make notes in the table below.

Things I should have done differently	Things I might have done given the chance	Things I would have done given the chance
•	•	•
•	•	•
•	•	•

Tell your classmates some of the things you have written.

EXAM FOCUS: IELTS Reading Paper (Academic) Passages 2 & 3
Identifying information, identifying writer's views/claims, summary completion

1 Tips for IELTS

1 **On the next page, there is a practice test for IELTS Reading (academic). Here are some tips to help you with this Paper. Tick (✓) the tips that you need to practise most.**

Test Tips

- You have now learnt about all the reading skills required for IELTS Reading:
 - Predicting
 - Reading for gist
 - Reading for detail
 - Reading for main ideas
 - Scanning
 - Identifying fact or opinion

 They involve reading in different ways for different purposes. If you read in the right way in the exam, it will help you find your answer quickly and accurately. Always look at the task instructions and think in what way you need to read to get the information.
- Don't forget the clock.
 You need to answer 40 questions in 60 minutes in the Reading Paper.
- **Identifying information and identifying writer's views/claims**
 These tasks check if you can comprehend a writer's views/claims, or the information in a text.

 Identifying writer's views/claims
- The exam question asks you 'Do the following statements agree with the views/claims of the writer?'
- You need to write 'Yes', 'No' or 'Not Given' on the answer sheet.

 Identifying information
- The question asks you 'Do the following statements agree with the information in the passage?'
- You need to write 'True', 'False' or 'Not Given' on the answer sheet.
- It is very important to understand the meaning of 'No'/'False' and 'Not Given' in these two kinds of tasks:
 'No'/'False' = the information in the passage or the writer's views/claims are the **opposite** of those in the statement in the question i.e. they disagree with the statement.
 'Not Given' = there is **no** information in the passage about the statement in the question, so the passage doesn't confirm the statement or disagree with it.

 Summary completion tasks:
- In these tasks, you sometimes need to choose words from a list of answers (as in the practice test in this unit) and sometimes choose words from the passage. Always read the instructions very carefully and do exactly what they say. Look for key words in the summary, then scan the passage to find them or paraphrases of them. The information needed for the summary usually comes from just one part of the passage.
- Answers to this task do not necessarily occur in the same order as in the passage.

Preparation Tips

- Practise reading in and out of class.
 Read anything and everything in English.
 The more you read, the more you will get used to and get better at reading. You will also improve your reading speed.

Questions 1-13

You should spend about 20 minutes on Questions 1-13.

Questions 1-4

Do the following statements agree with the views of the writer in the reading passage?
On your answer sheet write

YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

1 The bowhead whale was in its teens when it was first shot.
2 To work out a whale's age, scientists usually examine its flesh.
3 Reproducing quickly is linked to rapid aging.
4 The more dangerous an animal's life, the fewer offspring it produces.

For Long Life, Go Slow, Have Fewer Children and Enjoy Cold Water

Eskimo hunters killed a bowhead whale off the coast of Alaska recently and began to cut up its flesh. They stopped when they hit the tip of an old harpoon deep inside the whale. Historians identified it as part of a type of harpoon that was manufactured for only a few years in the late 1800's in Massachusetts, USA. Whalers probably fired it at the whale around 1890, when the whale was just a teenager, and it carried the harpoon for the next 115 years before finally being killed by a modern one.

Scientists usually can only make estimates of a whale's age, but this harpoon proves that this whale lived longer than any human. If the whale had escaped the second harpoon, scientists say it might have lived another 80 years. The age of another bowhead whale examined by scientists in 1999 was put at 211 years, a record as the longest-lived mammal.

But bowheads have certainly got competition. Rockeye rockfish can live to be at least 205 years. A Galapagos tortoise named Harriet is believed to have lived 175 years. At the other end of the spectrum, some animals live extremely short lives. The pygmy goby fish in Australia, for example, lives for only eight weeks.

Why do bowheads live so long while others die quickly? The answer lies in the evolution of aging. Animals can evolve either to produce a lot of babies very quickly, or to live longer but to reproduce more slowly. Animals facing lots of risks may be better doing things quickly. Scientists who have studied the life spans of flies in a laboratory, have found that if they kill lots of flies, the remaining ones evolve to mature faster and reproduce more. But this acceleration comes at a cost: it damages their cells and they age quickly.

When life isn't so risky, animals often evolve a slower pace of life. They take more time to mature, expending more energy to grow bigger and healthier. They produce fewer offspring, but tend to look after them more.

But size alone does not guarantee a long life, says Steven Austad, an expert on animal aging at the University of Texas. He says that other big whales don't seem to live as long as bowheads. It may be that living in the Arctic Ocean gives them an advantage because they don't face much competition for food in its freezing waters.

Like bowhead whales, humans seem to be something of a long-lived exception amongst their relatives. Humans live for much longer than chimpanzees, for instance. Dr Austad suspects that this ability to live for a long time evolved as humans made social groups that provided protection from danger.

But for the bowhead whale, longevity has a disadvantage. It takes the female 20 years to reach sexual maturity. A female bowhead gives birth to a single offspring at a time, and it may take four to seven years before it gives birth to the next one. When bowheads began to be hunted and killed in huge numbers in the 1800s, the whales could not make up for their lost numbers. They've been slowly recovering, but are still in danger of extinction.

In a human-dominated world, old age may be a luxury few animals can afford.

Questions 5-8

Complete the summary with words **A-K** from the box below.
Write the correct letters for your answers in boxes 5-8 on your answer sheet.

The discovery of a dead bowhead whale **5)** scientists to find out that these creatures can live well into their hundreds and probably even longer. They were able to work out how old the whale was because the Eskimos who caught and **6)** it found an old harpoon buried in its flesh. This harpoon was quite special because it **7)** to a kind that was only produced for a few years in the nineteenth century in the United States. Scientists therefore found out which year the whale was killed and **8)** how long the whale might have lived for had the Eskimos not shot it with another harpoon 115 years later.

A	counted	**D**	killed	**G**	contained	**J**	calculated
B	belonged	**E**	decided	**H**	allowed	**K**	realised
C	made	**F**	wounded	**I**	joined		

Questions 9-13

Answer the questions below.
Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in boxes 9-13 on your answer sheet.

9 What kind of harpoon killed the bowhead?
10 How long does the pygmy goby fish live for?
11 Which animals' life span was studied in a laboratory?
12 What may the Arctic's freezing water prevent the bowhead from having to deal with?
13 What works against bowheads in a human dominated world?

3 Thinking about the IELTS Practice Test

1 Which of these kinds of tasks did you do in the practice test: *multiple choice, summary completion, identifying information, short answer questions, identifying writer's views/claims*?

2 Write the task names at the top of the columns in this table, then answer the questions.

	Task 1	Task 2	Task 3
Which task required scanning?			
Which task required reading for detail?			
Which task required reading for main ideas?			
In which task did you only need to read parts of the text?			
In which task did you need to find paraphrases of the questions?			
In which task did you need to look for key words from the questions?			

3 Look at these answers to the practice test. They all contain mistakes. Find and correct them.

1 Y
2 NG
3 ✓
4 the answer is no
5 allowed
6 D and F
7 I don't know
8 ------
9 one from the late 1800's
10 eight week
11 flys
12 other fish competing for food
13 old age and/or longevity

What do these wrong answers tell you about what kinds of answers are acceptable in IELTS Reading? Think about spelling, grammar, the number of words you write, which words you write and the task instructions.

4 What do you know about IELTS?

1 What do you now know about IELTS Reading? Answer these questions.

1 Are you given extra time at the end of the Reading Paper to transfer your answers to the answer sheet?
2 Where do you write your answers for the Reading Paper?
3 Are you allowed to rub out answers?
4 What happens if you make spelling or grammar mistakes in your answers?
5 What are you going to do to prepare yourself for IELTS Reading?

2 Use this unit to extend your vocabulary. Find at least 10 new words in the unit. Find out their meaning and write them in your vocabulary record.

16 Global issues

IELTS Paper focus:	Writing (Academic)
Vocabulary focus:	Words/Phrases about global issues, collocations, adjective suffixes
Skills focus:	Developing paragraphs
Grammar focus:	Defining and non-defining relative clauses
Exam focus:	Writing Paper (Academic) Task 2 Discursive essay

VOCABULARY FOCUS

1 The world is facing a climate crisis. Complete each gap with a word from the box below that describes one feature of the increase in global temperatures.

warming	droughts	waves	glaciers	arrival
disease	Arctic	snowfalls	habitat	reefs

DIRECT EFFECTS



1 Heat



2 Ocean



3 Melting



4 and Antarctic warming

OTHER CONSEQUENCES



5 Spreading



6 Earlier spring



7 Plant and animal shifts



8 Destruction of coral



9 Heavy rains and



10 and fires

2 Tell another student about any of these effects you have seen or heard about.

3 Match these green solutions to the pictures, then rank them (1-8) according to how important you think they are for saving the planet.

solar panels	electric vehicles	forest conservation	local produce
cycle paths	recycling bins	car sharing	congestion charges



1



2



3



4



5



6



7



8

4 Complete the box with the adjective form of these words. Use the endings: ***-al, -ous, -ical***.

mountain		ecology	
globe		nature	
season		disaster	
coast		environment	

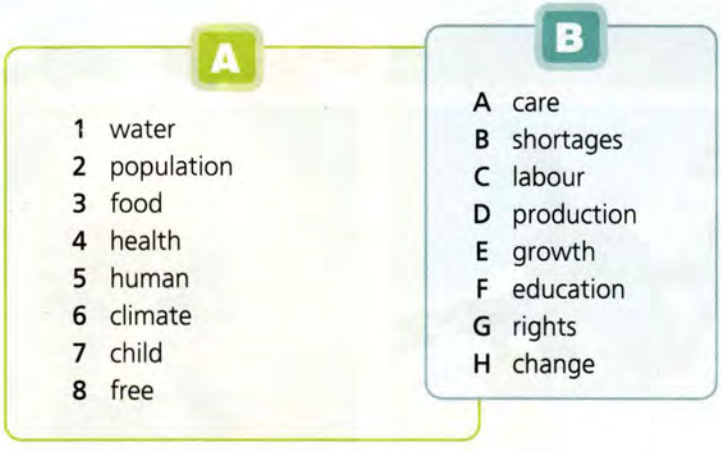
Think of one noun that can collocate with each of these adjectives. Tell another student.

5 Match an adjective on the left to a noun on the right to make a collocation. Each one describes a global issue.



Which of these issues are talked about the most in your country? Tell another student.

6 Match a noun in A to a noun in B to form a collocation. The phrase should describe a *major issue* in world development.



Which issues do you think are connected? Tell another student.

7 Choose either the singular or plural form of one of the words to complete each gap.

number	amount	rate	size	level

1 Current of pollution are dangerous for our health.
2 Large of people are affected.
3 We need to be honest about the of the problem.
4 The of waste we produce is criminal.
5 The high of poverty is the biggest problem.
6 Sea levels are rising at a of 8 cm per decade.

8 How important to your choices is it that these things are environment-friendly? Use the language in the box to tell another student.

I would definitely choose ...	I'm not bothered about ...
I'd probably go for ...	I don't really care what sort of ...
I usually prefer ...	I haven't thought about ...
I'm quite fussy about ...	Any ... will do.













SKILLS FOCUS: Developing paragraphs

What's in a paragraph?

- main idea - in topic sentence
- supporting sentences

and possibly

- opening link sentence to previous paragraph
- final summary/evaluative sentence

1 Look at these paragraphs and identify the topic sentence in each one.

A

Pollution is damaging the Earth's air and water. Each year, industries produce millions of tons of hazardous waste which they dump on land, in seas, or worse, in poor countries. This damages the atmosphere, can change the climate and harm humans and animals alike.

B

There are, however, other problems too. The biggest issue is surely that so little aid actually reaches the people who need it. Sometimes the system is corrupt and officials steal the money instead of handing it out. Sometimes it is just spent on administration costs. This causes a lot of frustration for people receiving aid and is one reason why it is not always effective. Governments need to do something about this urgently.

C

In many areas of life, inequalities between men and women continue to exist. Twice as many men as women have jobs. When women do work outside the home, they receive about 30-40% percent less pay. And in some fields of life there are very few opportunities. In 1990, for example, only 4% of the world's cabinet ministers were women.

Common types of supporting sentence are:

a evidence: statements/facts to support the topic sentence
b example: specific examples to highlight facts
c explanation: statements describing reasons/ causes or results

2 Look at the supporting sentences in the paragraphs in Ex. 1 and decide which type **a**, **b**, or **c** each one is.

3 In which paragraph is there:

- a link sentence to the previous paragraph?
- a closing evaluative sentence?

This box shows some language typically used in supporting sentences in discursive writing.

Evidence	There is/are ... This is especially true ... More and more is clear evidence of this.
Example	For example, ... One/another example of this ...
Explanation	This can cause/result in ... One/Another reason for this ... This, in turn, means and therefore, ...

4 Look at these sets of four sentences. Working with another student:

1 choose the topic sentence in each one.
2 decide on a logical order for the supporting sentences.
3 rewrite each group as a paragraph, clearly showing connections (evidence, example, explanation ...) between the ideas.

A

As societies develop, they consume more and more.
Citizens in an industrial country can consume in one month what will last people in non-industrialised countries a lifetime.
The main problem facing the world today is consumerism.
They use up valuable resources on things that are not basic needs.

B

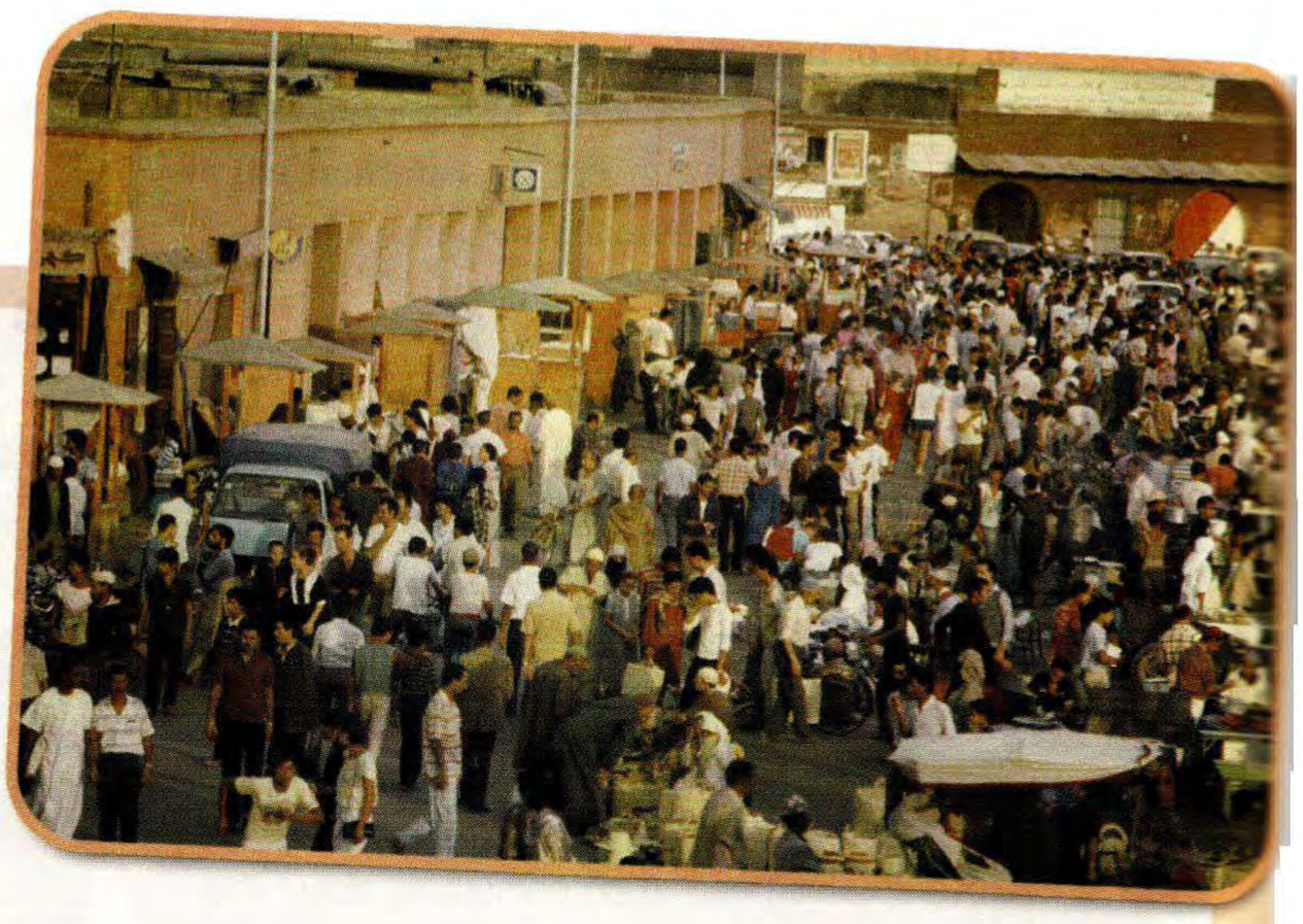
Over-farming and deforestation, only two of the factors contributing to climate change, affect the quality of soil.
People move from rural communities to overcrowded cities.
As land becomes less and less fertile, farmers will lose income as they cannot grow crops on the land.
Careless use of land is reducing the land which we can use to grow food.

5 Look at these paragraphs from a short essay based on the following opinion:

The main problem for the world is the rapidly expanding size of its human population.

The opening and closing sentences of each paragraph have been removed. Decide which of the sentences **(A-H)** best completes each gap 1-8.

A Without a better use of resources between countries, populations will start moving.
B It is not surprising, therefore, that many people feel a large rise in population will slow down progress in these countries.
C The world must do something about this immoral situation.
D The world may, of course, be forced to act.
E Rapidly increasing populations are a major problem in the developing world.
F This is the real problem the world faces – many of us may become ecological migrants.
G The problem, however, is perhaps more about the distribution of resources than the size of the population.
H The world needs to come together to avoid such an ecological disaster.



1 ☐ Around 70 percent of the world's population live in developing countries and it is here that population is expanding. Governments in many of these countries are already struggling with poverty, unemployment and lack of money for basic services. **2** ☐

3 ☐ It is not fair that much of the world's wealth and resources are controlled by so few countries. The world does have the resources to feed, clothe and house everyone but people in developed countries use resources for extravagant lifestyles. Fair trade does not exist and many multinational companies exploit poor countries. **4** ☐

5 ☐ The way we are currently using resources is not sustainable and global warming threatens world peace. Sustainable development in both agriculture and industry in all countries must become a priority. If we do nothing, for example, to reduce the use of fossil fuels and manage water resources, food production could fail in many countries. **6** ☐

7 ☐ If farming fails in rural areas, people will move to overcrowded cities. If cities become too polluted and congested, people may start to migrate to anywhere that offers a better life. **8** ☐

6 Write one or two paragraphs about traffic congestion in large cities. Use the model:
- Topic sentence
- Supporting sentences: evidence/example/explanation
- Closing: short summary/evaluative sentence

GRAMMAR FOCUS: Defining/Non-defining relative clauses

GR p. 208-209

Relative clauses

Defining relative clauses help us define or identify the thing we are talking about.
e.g. *The problem which the whole world must solve together is climate change.*

Removing a defining relative clause completely changes the meaning of the sentence.
e.g. *The problem is climate change.*

Non-defining relative clauses give us extra information about what the writer is talking about.
e.g. *Water, which is vital for both agriculture and the home, is becoming scarcer and scarcer.*

Removing a non-defining relative clause does not change the meaning of the sentence.
e.g. *Water is becoming scarcer and scarcer.*

Defining relative clauses

In **defining relative clauses:** *who* is typically used to talk about *people.*
which or *that* is used to talk about *things.*

We do **NOT** use commas before or after a defining relative clause.
e.g. *The ones **who** are most at risk are children.*
*Houses **that** are near the sea could be flooded.*

who/which/that are often left out when they are the *object* of the defining clause.
e.g. *The problem **which** all countries face is climate change.*
The problem all countries face is climate change.

but **not** when they are the subject of the clause
e.g. *There are many countries **which** face these problems.*
~~*There are many countries face these problems.*~~ (this sentence is not possible)

1 **Complete the following sentences with *who*, *which* or *that*. Put an (✗) if you think no word is needed.**

1 The number of people are heading for cities is growing.
2 Some people are beginning to depend on food is given as aid.
3 There are many countries face similar problems.
4 Schemes promote sustainable living must be used.
5 It is a problem most governments are ignoring.
6 There are children all over the world are affected by this.
7 The survival of many cities are close to the sea is under threat.
8 Aid agencies must get more aid money directly to the people they help.

Non-defining relative clauses

who is used to talk about people.
which (**NOT** *that*) is used to talk about things.

A non-defining clause is separated from the rest of the sentence by commas.

e.g. *The issue of renewable energy, **which affects all our lives**, needs a global solution.*
*People affected by this, **who have nowhere else to go**, will move to other countries.*

Sentence relative clauses *'which'*

which can also be used to talk about the whole previous clause.

*e.g. Aid is now going directly to local projects, **which has definitely helped development.***
*Schools provide skills and open minds, **which helps all communities to grow.***

2 **Complete each sentence with a non-defining or a sentence relative clause (A-H).**

A which are experiencing the largest rises in population
B who have the same qualifications
C which is a man-made problem
D which is causing basic food prices to rise
E who cannot look after themselves
F which has almost two hundred members
G who have a basic right to education
H which keeps them out of school

1 The UN, ..., is not strong enough.
2 Bio-fuel production is replacing food production, ...
3 Men and women, ..., should receive equal salaries.
4 Developing countries, ..., must improve health education.
5 Young people, ..., are the best hope for future prosperity.
6 Solving the problem of global warming, ..., must become a priority.
7 Children need to be freed from heavy work, ...
8 Society must provide help for older people, ...



3 Look at this extract from a student's essay based on the following opinion:

The main problems facing countries today are global ones. Countries must come together to solve them.

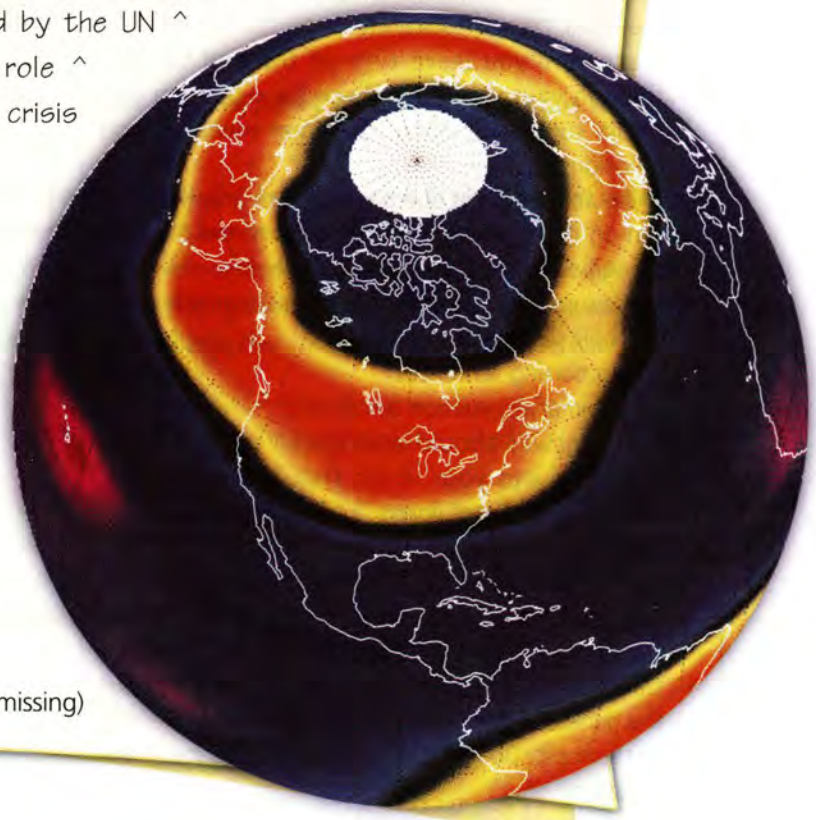
The words in bold and the symbol ^ indicate that there are errors. These errors are all connected with relative clauses.

Discuss with another student what these errors are and how to improve the writing.

The United Nations, **which it** has over 180 members ^ must become more effective in solving the problems **who** we face. It is the only organisation ^ is truly global and so it must be the organisation **who** makes global decisions. Without more co-ordinated action led by the UN ^ **that** also has a world peace-keeping role ^ global poverty and the environmental crisis will get worse.

Aid **who** comes from individual countries **it** helps when there are short term emergencies or natural disasters. Long-term problems, however, ^ include water supply and sustainable agriculture ^ need long term solutions. If we do not find global solutions, **that** is the responsibility of the UN, the future we face is an uncertain one.

(^ = something missing)



4 The Definition Game

Think of a word, name, issue, place, etc., connected to global development and write a short definition of it on a piece of paper. For example:

This is an area which has rainforests that are vital for the world.
This is an organisation which has 25 members.
These are resources which the Earth gives us.

Play in teams of two or three. When it is your turn, one person should read out a definition. The first team to guess what it is wins a point. Keep scores.

EXAM FOCUS: IELTS Writing Paper (Academic) Task 2
Discursive essay

1 Tips for IELTS

1 In the next section, you are going to write a Task 2 essay. Look at the tips in each box and underline one or two key phrases that will help you remember key points. Compare the phrases you underline with those of another student.

Test Tips

- Planning is important. Plan paragraphs using headings. Then make bullet-points under each heading giving examples, causes/results, etc.
- Make sure you leave time at the end to read through your work and check for repetition and errors such as spelling, grammar mistakes and omissions.
- Think about linking one paragraph to another. You can do this by referring to the idea of the previous paragraph in the opening line of the next.
- Make sure your paragraphs are balanced with:
 - topic sentence
 - supporting sentences
 - summary/evaluation sentence(s)
- Your answer should address all points in the question and your ideas should be ***relevant***, ***developed*** and ***well linked***. You will be marked on these points.
- Try to avoid using the same words and structures too often. You are marked on using a range of vocabulary and grammar accurately in your writing.
- Open your answer with a general paragraph about the general situation in the world today as it relates to the topic. Do not just repeat the language in the question.
- Remember in Task 2 you are marked on:
 - Task response
 - Coherence and cohesion
 - Lexical resource
 - Grammatical range and accuracy

 Think about these points as you plan, write and proofread.

Preparation Tips

- Keep the pieces of writing you do throughout the course in a special folder. Work to improve pieces of writing which have been assessed by your teacher. If you do not have time to redo whole essays, at least work to improve certain paragraphs.
- For Task 2 you need to become as familiar as you can with discursive style in English. Find as many discursive essays to read as you can e.g. on the Internet. Make sure you don't just read articles as these can have a more chatty and less balanced style.

2 IELTS Practice Test

Writing Task 2

1 You should spend about 40 minutes on this task.

Write about the following topic:

> ***It is the moral duty of richer countries around the world to help poorer ones. If richer countries do not act to help poorer countries, they will only be creating more problems for the global environment in the future.***
>
> ***To what extent do you agree or disagree?***

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

Write at least 250 words.

3 Thinking about the IELTS Practice Test

1 Look at the opening of this essay on the topic above. Read the two paragraphs the student has written and then answer the questions with another student.

I think rich countries must give aid but not only this. Developed countries give aid all the time to poor countries and nothing gets better. Next year they want more aid and so the problems go on. Let's have another solution.
Maybe, though, it is better for me to say there are some things rich countries should do and some things they shouldn't. They should do these things: give aid for natural disasters, buy things from developing countries and give places at their universities. They shouldn't do these things: sell them weapons, lend them money or change their traditions. This is my view, which I strongly believe.

1 Is there repetition of words and phrases?
2 Does the writer contradict himself/herself?
3 How does the writer end each paragraph? Is this appropriate?
4 Can you find an example of where the writer just lists things.
5 Can you find examples of where the style is too personal?
6 Are there ideas that the writer fails to support/explain?

2 Think about the questions in Ex. 1. From a marking point of view are they about:

A Task response?
B Coherence and cohesion?
C Lexical resource?
D Grammatical range and accuracy?

Which area do you need to focus on most?

4 What do you know about IELTS?

1 What do you know about IELTS Writing Task 2? Answer these questions.

1 Are candidates who write less than the minimum number of words penalised?
2 Is it OK to use bullet points and note form in your essay?
3 Should you spend twice as long on Task 2 as on Task 1?
4 Do candidates need to address all the points raised in the question?
5 Is it OK to give examples from your own experience in your essay?
6 How are you going to prepare for IELTS Writing Task 2?

Units 13-16 Revision and Exam Practice

SPEAKING PART 1

Work with another student. Take it in turns to ask/answer 3 or 4 questions on each topic.

Home

Let's talk about your home town ...

- Have you always lived in the same place?
- Is the area you live in modern or traditional?
- Does your whole family live in your town?
- What is public transport like in your town?
- Tell me about what your town/region is best known for.

Holidays

Let's move on to talk about holidays ...

- Do you prefer active or relaxing holidays?
- What did you do on your last holiday?
- Do you like to go on holiday with family or friends?
- Where do most people go on holiday in your country?
- Tell me about an important holiday/national day in your country?

Work/Study

Let's talk about what you do ...

- Do you work or are you a student?
- Tell me about your typical working/study day.
- What do you enjoy most about your job/studies?
- Have you made any future plans?
- How important is learning English for your job/studies?

PART 2

The examiner will begin Part 2 of the test as follows:

Examiner: *Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?*

Candidate: *Yes, I do.*

Then the examiner will give you some paper and a pencil for making notes, and read the topic to you.

Examiner: *I'd like you to describe a modern invention that has made life in your country much better today.*

I'd like you to describe a modern invention that has made life in your country much better today.

You should say:

- *what the invention is*
- *how things used to be without it*
- *how it has changed people's lives*

and say why you think it is so important.

PART 3

The examiner will begin Part 3 by making a link to Part 2 and moving on ...

We've been talking about life today and now I'd like to ask you some more general questions about this ...

The examiner will then ask questions on 2 or 3 sub-themes around this general topic.

Work with another student. Take turns to ask and answer these questions.

Let's first consider *modern technology* in general ...

- ***How important today is learning to use a computer?***
- ***Has modern technology made people more interested in other parts of the world?***
- ***What sort of new inventions does the world need today?***

Let's move on to consider *modern families* ...

- ***Are young people leaving home earlier than they used to?***
- ***Do you think family members spend less time together nowadays?***
- ***Do you think young people have an easier life than in the past?***

And finally let's talk about *modern lifestyles* ...

- ***In what ways are modern lifestyles bad for the environment?***
- ***Do you think people lead more or less healthy lives than they used to?***
- ***Do you think traditional values are changing in your country?***

LISTENING

Questions 1-3

Complete the sentences below.
Write **NO MORE THAN TWO WORDS** for each answer.

1 The lecturer will talk about between written and spoken language.
2 We are usually in the things we listen to.
3 Writers don't have a(n) in front of them.

Questions 4-7

Complete the summary below.
Write **NO MORE THAN TWO WORDS** for each answer.

Spoken language is usually **4)** with the exception of **5)** and But when we write, we usually **6)** and plan what we are going to say. Exceptions to this are informal **7)** and

Questions 8-10

Complete the notes below.
Write **NO MORE THAN THREE WORDS** for each answer.

Features of spoken and written language

Spoken	Written
• Short sentences	• Complex structures
• **8)**	• Precise vocabulary
• General vocabulary	• Use of **9)** of conjunctions
	• **10)** More

READING (ACADEMIC)

You should spend about 20 minutes on Questions 1-13.

Do the following statements agree with the information given in the reading passage? On your answer sheet, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 The weather in 2005 was extreme in many parts of the world.
2 The whole of Europe including the Balkans suffered from very cold temperatures in 2005.
3 All scientists believe that the rise in the number of hurricanes is due to global warming.
4 Humans can do nothing to fight the problem of climate change.



Polar bears living on thin ice after record temperatures

The year 2005 could have been the hottest year ever recorded, posing a threat to Arctic wildlife including polar bears, ice-dwelling seals and several forms of vegetation, according to UN scientists collecting data from across the world.

It is certain to be one of the four hottest with temperatures 0.5°C warmer than average. "2005 is currently the second warmest on record, and could end up being the warmest once all the figures are in. It was certainly exceptional in the intensity of its storms," said Michel Jarraud, Secretary General of the UN's World Meteorological Organisation which releases annual reviews of weather data in Geneva.

The year broke many weather records, said the WMO. Not only was the northern hemisphere hotter overall than in any year since the start of data collection in 1861, but both October and June 2005 were globally the warmest recorded. Sea-surface temperatures in the North Atlantic are also thought to have been the warmest ever. A pattern of intense droughts and heatwaves, followed by major floods and storms, was recorded throughout Africa, Australia, Brazil, China and the US, the report said.

Severe heat scorched much of Southern Europe and North Africa. In Algeria, temperatures rose as high as 50°C. The heat was offset by extremely cold temperatures which affected much of the Balkans in February. In Morocco, a cold spell in January pushed temperatures as low as -14°C. The WMO claimed that the southern hemisphere had its fourth warmest year ever recorded. Australia experienced the hottest temperatures since records began in 1861.

It was also the worst year recorded for hurricanes and tropical storms, which depend on high sea temperatures for their formation. Of 26 tropical storms, 14 reached the intensity of hurricanes. Previously the highest number of tropical storms was 21 in 1933, the WMO said. Hurricane Wilma, which hit Florida in October, was confirmed as the strongest hurricane ever recorded.

The data fits most of the predictions for global warming. The last 10 years, with the exception of 1996, have been the warmest years on record, with 1998 the hottest so far. "(Global warming) is clearly tied to the increasing incidence of heatwaves, and the spread of deserts. We can be confident about saying that," said the WMO's Michel Jarraud.

But he was reluctant to say that warming had led directly to the increased frequency and intensity of hurricanes, as some scientists had suggested earlier this year. "The honest scientific answer for hurricanes is that we don't know." Jarraud said that sea ice was melting more than ever before, and that the average ice cover in the key month of September was down 20% on the average for 1979-2004. The data was backed by a report commissioned by the WWF which yesterday predicted that the Earth could warm by 2°C above pre-industrial levels as early as 2026 and by triple that amount in the Arctic.

"We are seeing signs of significant change in the Arctic with mountain glaciers retreating, snow cover disappearing, the Greenland ice sheet thinning and Arctic sea ice cover declining," said WWF climate campaigner Andrew Lee. "There is no time to lose - we need to take drastic action now to combat climate change."

Complete the summary with words A-K from the box below. Write the correct letters for your answers in boxes 5-8 on your answer sheet.

2005 was a year of weather records. The tropical storms were the worst ever recorded in terms of both intensity and frequency, with Hurricane Wilma proving to be the **5)** hurricane ever. This change matched scientific predictions and convinced scientists that there is a **6)** connection between global warming and some kinds of climate change. Clear evidence of the **7)** disappearance of ice and snow also became available from various sources, prompting a demand for **8)** action to prevent further climate change.

A	certain	G	wettest
B	definite	H	longest
C	thickest	I	weak
D	urgent	J	most powerful
E	doubtful	K	new
F	widespread		

Answer the questions below.
Choose NO MORE THAN THREE WORDS from the passage for each answer.
Write your answers on your answer sheet.

9 Where were animals and plants affected by the 2005 record temperatures?
10 What part of the world saw the hottest temperature year on record?
11 What kind of weather affected both Southern Europe and North Africa?
12 Who thinks that the increase in the strength and number of hurricanes is caused by global warming?
13 Where may the temperature go up by 6°C?

WRITING (ACADEMIC) TASK 2

You should spend about 40 minutes on this task.
Write about the following topic:

The world is consuming too much and using up too many of its valuable resources. We need to find alternative sources of energy and to better manage land and sea resources to avoid ecological disaster.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.
Write at least 250 words.

Grammar Reference

Unit 1

Present Simple and Present Continuous

We use the **present simple** for:

- facts and permanent states. *Frank **works** as a lawyer.*
- general truths and laws of nature. *Water **freezes** at 0°C.*
- habits and routines (with **always, usually**, etc). *She usually **goes** to the market on Mondays.*
- timetables and programmes (in the future). *His train **arrives** at six o'clock next Tuesday.*
- sporting commentaries, reviews and narrations. *Beckham **wins** the ball, **crosses** and Owen **scores**.*
- feelings and emotions. *I **love** Moscow. It's a beautiful city.*

The time expressions we often use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

We use the **present continuous (to be + verb -ing):**

- for actions taking place at or around the moment of speaking. *Mary **is doing** the washing up.*
- for temporary situations. *We **are decorating** the living room this week.*
- for fixed arrangements in the near future. *I'**m going** out with Tony tonight.*
- for currently changing and developing situations. *The air **is becoming** more and more polluted.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *She **is** always **biting** her nails.*

The time expressions we often use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the ***senses*** **(see, hear, smell, taste, feel, look, sound, seem, appear**, etc). *The material **feels** really hard.*
- verbs of perception **(know, believe, understand, realise, remember, forget**, etc). *I **know** where John is.*
- verbs which express ***feelings*** and ***emotions*** **(like, love, hate, enjoy, prefer, detest, desire, want**, etc). *Mary **enjoys** swimming.*
- some other verbs **(be, contain, include, belong, fit, need, matter, cost, own, want, owe, weigh, wish, have, keep**, etc.) *That shirt he bought me **doesn't fit** very well.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK *I **think** he's a very good lawyer.* (= believe)	*We **are thinking** about moving house.* (= are considering)
HAVE *He **has** a Porsche.* (= own, possess)	*I **am having** a great time.* (= am experiencing) *He **is having** a shower.* (= is taking) *We **are having** lunch.* (= are eating)
SEE *I can **see** the lighthouse from my house.* (= it is visible) *I **see** what he means.* (= understand)	*I'**m seeing** the dentist at ten o'clock.* (= am meeting)
TASTE *The cake **tastes** delicious.* (= it is, has the flavour of)	*Bill **is tasting** the soup to see if it needs more salt.* (= is testing)
SMELL *The pasta **smells** very good.* (= has a nice smell)	*She **is smelling** the roses.* (= is sniffing)
APPEAR *He **appears** to know where he's going.* (= seems to)	*He **is appearing** in a play at the Rex.* (= is performing)
FIT *The shoes **fit** him perfectly.* (= are the right size)	*Tom **is fitting** a new lock on the front door.* (= is attaching)

Note:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
 *Bill really **enjoys** playing squash.* (general preference)
 BUT: *He'**s enjoying** the party very much.* (specific preference)
- The verbs **look** (when we refer to somebody's appearance), **feel** (when we experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
 *I **feel** very happy. = I **am feeling** very happy.*

Adverbs of Frequency

These include **always, frequently, often, once, twice, sometimes, never, usually, ever, hardly ever, rarely, occasionally**, etc.

- Adverbs of frequency are normally placed **before** the main verb. *I rarely drive to work. I hardly ever go to the theatre.*
- However, adverbs of frequency are placed **after** the verb **to be** and after auxiliary verbs. *Janet is **often** late for meetings. I have **always** wanted to go to Cuba.*

Present Perfect Simple

We use the **present perfect (have + past participle)** for:

- an action that happened at an unstated time in the past. The emphasis is on the action – the time when it occurred is unimportant or unknown. *I **have washed** the dishes. Ann **has been** to Portugal twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be, have, like, know**, etc. *I **have known** Bill for ten years.*
- a recently completed action. *I **have typed** the letters.*
- personal experiences or changes connected to the present. *She **has put on** weight.*

The time expressions we often use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc., how long, lately, recently, still (in negations), etc.*

Present Perfect Continuous

We use the **present perfect continuous (have + been + verb -ing):**

- to put emphasis on the duration of an action which started in the past and continues up to the present. *We **have been painting** the walls all morning.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. *He's tired because he **has been working** since 10 o'clock in the morning.*
- to express anger, irritation or annoyance. *He **has been reading** my newspaper without asking me.*
- for repeated actions in the past continuing to the present. *He has lost weight because he **has been going** to the gym every day after work.*

The time expressions we often use with the present perfect continuous are: *for, since, how long, all day/morning/month etc, lately, recently, etc.*

Unit 2

Countable/Uncountable Nouns

- **Countable** nouns are those that can be counted (*one box, two boxes*, etc). **Uncountable** nouns are those that cannot be counted (*water, bread*, etc). **Uncountable** nouns take a singular verb and are not used with **a/an**.

Groups of uncountable nouns include:

- mass nouns (*apple juice, butter, sugar*)
- subjects of study (*Chemistry, History, Maths*)
- sports (*football, rugby, cricket*)
- languages (*Italian, Japanese, Arabic*)
- diseases (*chicken pox, malaria, tuberculosis*)
- natural phenomena (*rain, snow, mist*)
- certain other nouns (*accommodation, anger, luck, luggage, money, furniture*)

We can use the following nouns before uncountable nouns to show quantity.

bottle → a bottle of cola / two bottles of ...
glass → a glass of water / two glasses of ...
carton → a carton of milk / two cartons of ...
cup → a cup of coffee / two cups of ...
bowl → a bowl of rice / two bowls of ...
packet → a packet of pasta / two packets of ...
slice → a slice of cheese / two slices of ...
loaf → a loaf of bread / two loaves of ...
kilo → a kilo of sugar / two kilos of ...
bar → a bar of chocolate / two bars of ...

A few/Few – A little/Little

A few and **few** are used with **plural countable nouns**. **A little** and **little** are used with **uncountable nouns**.

- **A few** means *not many, but enough. We have **a few** hours before we meet them. Shall we go and get something to eat?* **Few** means *hardly any, almost none* and can be used with **very** for emphasis. *There were **(very) few** people on the platform.*
- **A little** means *not much, but enough. There is **a little** tea left – would you like another cup?*
- **Little** means *hardly any, almost none* and can be used with **very** for emphasis. *There is **(very) little** butter left. I'll go and buy some.*
- **few/fewer/fewest**
- **little/less/least**

A lot of/Lots of – Much – Many

- **A lot of/lots of** are used with **both plural countable and uncountable nouns**. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. *Were there **a lot/lots** of people at the cinema? Yes, there were **lots**.*
- **Much** and **many** are usually used in **negative** or **interrogative sentences**. **Much** is used with **uncountable nouns** and **many** is used with **plural countable nouns**. *There aren't **many people** in the room. Did you spend **much time** on the project?*
- **How much** and **how many** are used in **questions** and **not much / not many** are used in **negative sentences**.
 How much + uncountable noun = amount
 How many + countable noun = number
 ***How much** sugar do you take?*
 ***How many** cats does she have?*
 *We **don't** have **much** time.*
- **Too much** is used with **uncountable nouns**. It has a negative meaning and shows that there is more of something than is wanted or needed. *I couldn't work, because the workmen were making **too much** noise.*
- **Too many** is used with **plural countable nouns**. It has the same negative meaning as **too much**. *It was very crowded. There were **too many** people there.*

- We **use many/much/some/any/most/(a) few/(a) little/several/one/two,** etc + **of** followed by **the/that/this/these/those** and then a noun when talking about a specific group. ***Some of the houses*** *in my neighbourhood are very cheap* (houses in that neighbourhood). **But:** ***Some*** *houses are very cheap* (houses in general).

Some/Any/No

Some, any and **no** are used with **uncountable nouns** and **plural countable nouns**. e.g. *some tea, some tomatoes.*

- **Some** and its compounds (somebody, someone, something, somewhere) are normally used in affirmative sentences. *There is* ***some*** *milk left in the bottle.*
- **Some** and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Would you like* ***something*** *to drink?*
- **Any** and its compounds (anyone, anything, etc.) are usually used in interrogative sentences. *Has* ***anyone*** *talked to Bob today?* **Not any** is used in negative sentences. *There* ***isn't any*** *cheese in the fridge.* **Any** and its compounds can also be used with negative words such as **without, never, rarely**. *I have* ***never*** *talked to* ***anyone*** *like him before.*
- When **any** and its compounds are used in affirmative sentences, there is a difference in meaning. *We can go* ***anywhere*** *you like.* (it doesn't matter where)
 Anyone *could have done that.* (it doesn't matter who)
- **No** and its compounds are used instead of **not ... any** in affirmative sentences. *She said* ***nothing***. (= She didn't say anything.) *There was* ***nobody*** *in the room.* (= There wasn't anybody in the room.)

 Note: We use a singular verb with compounds of **some, any** and **no**. *There* ***is*** *nothing we can do.*

Too/Enough

Too

- has a **negative meaning**. It shows that something is more than enough, necessary or wanted. It is used in the following patterns:
 a. **too + adjective/adverb + to-infinitive**.
 The whole situation is ***too*** *good to be true!*
 b. **too ... for somebody/something.**
 This skirt is ***too*** *small for me.*
 c. **too ... for somebody/something + to-infinitive.**
 This composition is ***too*** *complicated for me to write.*

Enough

- has a **positive meaning**. It shows that there is as much of something as is wanted or needed. It is used in the following patterns:
 a. **adjective/adverb + enough + to-infinitive**
 I reckon she is old ***enough*** *to look after herself.*
 BUT: *not + adjective/adverb + enough + to-infinitive (negative meaning)*
 Unfortunately, he did not do well ***enough*** *to pass the exam.*
 b. **enough + noun + to-infinitive**
 There's ***enough*** *time to hand in your projects, so don't worry.*

Unit 3

Past Simple

We use the **past simple:**

- for an action that occurred at a definite time (stated or implied) in the past. *He* ***posted*** *the invitations yesterday.*
- for actions that happened immediately after one another in the past. *She* ***locked*** *the door and* ***headed for*** *her car.*
- for habits or states which are now finished. *Mr Smith* ***worked*** *as a gardener when he was younger.*

 Note: Used to can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use often with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October, etc., three days/weeks etc. ago, in 1999, etc.*

Present Perfect Simple

We use the **present perfect simple (have + past participle)** for:

- an action that happened at an unstated time in the past. The emphasis is on the action, the time when it occurred is unimportant or unknown. *I* ***have washed*** *the dishes. Ann* ***has been*** *to Portugal twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be, have, like, know,** etc. *I* ***have known*** *Bill for ten years.*
- a recently completed action. *I* ***have typed*** *the letters.*
- personal experiences or changes. *She* ***has put on*** *weight.*

The time expressions we often use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc.*

Unit 4

Adjectives

- **Adjectives** describe nouns, go before nouns and have the same form in the singular and plural. *a huge tree/ huge trees*
- Adjectives can also be used alone after the verbs **be, look, smell, sound, feel, taste, seem, appear, become, get, stay,** etc. *He* ***is handsome.*** *It* ***smells good.***

Adverbs

- **Adverbs** usually describe verbs, adjectives, other adverbs or sentences.
- An adverb can be one word *(quickly)* or a phrase *(in the afternoon)*. Adverbs can describe **manner** (how), **place** (where), **time** (when), **frequency** (how often), **degree** (to what extent), etc.

Formation of adverbs

a. We usually form an adverb by adding **-ly** to the adjective. *extreme-extremely*
BUT: ***elderly, cowardly, friendly, likely, deadly, lively, silly, ugly, lovely,*** etc are adjectives. We use the words **way/manner** to form their adverbs. *Bob was very **friendly** to me. He greeted us **in a friendly way/manner**.*
b. Adjectives ending in **-le** drop the **e** and take **-y**. *simple-simply*
c. Adjectives ending in **consonant + y** drop the **y** and take **-ily**. *lucky-luckily*
d. Adjectives ending in **-l** take **-ly**. *actual-actually*

- The adverbs **loud(ly), cheap(ly), quick(ly), tight(ly), fair(ly),** and **slow(ly)** are often used without **-ly**. *She speaks **loud**.*
- Some adverbs have the same form as adjectives such as: **hard, fast, free, high, low, deep, early, late, long, near, straight, right, wrong**. Also **hourly, daily, weekly, monthly** and **yearly**.
 *He runs **fast**. (adverb) / He is a **fast** runner. (adjective)*
- The adverbs below have two forms, each with a different meaning: *They buried the treasure **deep** underground.* (= a long way down)
 *He is **deeply** depressed.* (= very)
 *The club members can use the sauna **free**.* (= without payment)
 *He was strolling in the corridors of the embassy **freely**.* (= without limit or restriction)
 *He put the biscuits too **high** for the children to reach.* (= at/to a high level)
 *The film is **highly** recommended.* (= very much)
 *She returned home **late** in the evening.* (= not early)
 *She's made great progress **lately**.* (= recently)
 *Which of these three shirts do you like **most**?* (= superlative of much)
 *She was trying to explain to him that she's **mostly** interested in drama.* (= mainly)
 *My house is **near** work.* (= close)
 *The accused **nearly** collapsed when he heard the verdict.* (= almost)
 *She speaks French **pretty** well.* (= rather)
 *Mary was dressed **prettily** for the party.* (= in a pretty way)
 *He has been studying **hard** for the exams.* (= with a lot of effort)
 ***Hardly** anyone did well in the exams.* (= almost no one)

 Note: *hardly* has a negative meaning and is often used with: any, anything, anyone anywhere and ever.

Order of adverbs

- Adverbs usually go after verbs but before adjectives, other adverbs and participles.
 *He walks **slowly**.* (manner)
 *The film was **absolutely** hilarious.* (degree)
- Sometimes adverbs go before the main verb, e.g. the adverbs of frequency (often, always, etc.)
 *He **often** plays tennis at weekends.*
- When there are two or more adverbs in the same sentence, they usually come in the following order: **manner – place – time**
 *The little child was playing **happily in the garden all day yesterday**.*
- If there is a verb of movement (go, come, leave, etc.) in the sentence, then the adverbs come in the following order: **place – manner – time**
 *John went **to school on foot this morning**.*
- Adverbs of place and time can go at the end of the sentence.
 *I'll go shopping **tomorrow**. (time)*

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **older than** me. He's **the oldest** person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
 *close – closer – close**st***

 Note: for one syllable adjectives ending in **a vowel + a consonant**, we double the consonant.
 *big – big**ger** – big**gest***
- with two-syllable adjectives ending in **-ly, -y, -w,** we also add **-er / -est**. *narrow – narrow**er** – narrow**est***

 Note: for adjectives ending in **a consonant + y,** we replace the **-y** with an **-i**. *tiny – tin**ier** – tin**iest***
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.
 *intelligent – **more** intelligent – **most** intelligent*
- with adverbs that have the same form as their adjectives, we add **-er/-est**. *hard – hard**er** – hard**est***
- two-syllable or compound adverbs take **more/most**.
 *slowly – **more** slowly – **most** slowly*

 Note: **clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet** can form their comparatives and superlatives either with **-er/-est** or with **more/most**
- Irregular forms:
 good – better – best / bad – worse – worst /
 much – more – most / little – less – least /
 far – farther/further – farthest/furthest /
 many/lots – more – most

Types of comparisons:

- **as + adjective + as** (to show that two people or things are similar in some way). In negative sentences we use **not as/so ... as**. *This car is **as expensive as** that one.*
- **less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *Ann is **less rich than** her sister.*
- **the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group). The opposite is **the most ... of/in**. *She is **the least hard-working** person in the company.*

- **much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things). *Tony is **slightly younger than** Bob.*
- **comparative** and **comparative** (to show that something is increasing or decreasing). *It gets **colder and colder** every day.*
- **the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends on another thing). ***The more** you talk, the **less** they listen.*
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Last summer was **by far the best** summer I ever had.*

Unit 5

Past Simple

We use the **past simple** :

- for an action that occurred at a definite time (stated or implied) in the past. *He **posted** the invitations yesterday.*
- for actions that happened immediately after one another in the past. *She **locked** the door and **headed for** her car.*
- for habits or states which are now finished. *Mr Smith **worked** as a gardener when he was younger.*

 Note: Used to can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we often use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc., three days/weeks, etc. ago, in 1999, etc.*

Past Continuous

We use the **past continuous:**

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (shorter action). *We **were swimming** when it **started** to rain.*
- for two or more simultaneous actions in the past. *Bill **was watching** TV in the living room while Tony **was having** a shower.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 8 o'clock yesterday, I **was having** dinner with Mark.*
- to describe the atmosphere, setting, etc. and to give background information to a story. *The birds **were singing** and the sun **was shining** while we **were walking** towards the cabin.*

 Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the verb *to be*. *He was riding his bike; he was whistling a tune. = He was riding his bike, whistling a tune.*

The time expressions we often use with the past continuous are: *while, when, as, all morning/evening/day/week, etc.*

Past Perfect

We use the **past perfect** (**had + past participle**):

- for an action which happened before another past action or before a stated time in the past. *Ann **had finished** cooking by six o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *He **had broken** his leg a month before and he still couldn't walk properly.*

The time expressions we often use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Past Perfect Continuous

We use the **past perfect continuous:**

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with for or since. *He **had been walking** for about an hour before he reached his destination.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been painting** and his clothes were covered in paint.*

The time expressions we often use with the past perfect continuous are: *for, since, how long, before, until, etc.*

Time expressions to talk about the past:

ago	(= back in time from now) is used with the simple past. *I did the ironing about an hour ago.*
since	(= from a starting point in the past) is used with the present perfect (simple and continuous). *I haven't seen Bill since he moved to Rome.*
for	(= over a period of time) is used with the present perfect (simple and continuous). *They've been listening to CDs for hours.*
already	is used in statements and questions (to show surprise). *I have already spoken to Ann. Have you done your homework already?*
yet	is used with the present perfect simple in questions and negative sentences. *Have you finished your essay yet? I haven't finished cooking yet.*

Used to

We use **used to + infinitive** to refer to past habits or states.

In such cases, **used to** can be replaced by the past simple with no change in meaning. *When our children were younger, they **played/used to play** tennis.*

However, for an action that happened at a definite time in the past we use the **past simple,** not **used to**. *I **cut** the grass yesterday. (NOT: ~~I **used to** cut the grass yesterday.~~)*

We use **would/used to** for repeated actions or routines in the past. *We **would/used to** go out on Saturday nights.*

Time expressions to talk about the past:

ago (= back in time from now) is used with the simple past. *The concert finished an hour ago.*

since (= from a starting point in the past) is used with the present perfect (simple and continuous). *I haven't been to the cinema since my son was born.*

for (= over a period of time) is used with the present perfect (simple and continuous). *They've been discussing the issue for hours.*

already is used in statements and questions (to show surprise). *I have already eaten lunch. Have you already paid off your car?*

yet is used with the present perfect in questions and negations. *Have you spoken to the police yet? I haven't decided yet.*

Unit 6

Obligation/Duty/Necessity

Must: Expresses duty, strong obligation to do sth or that sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I **must** pay the rent today.*

Have to: Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *The lawyer said we **have to** sign the papers urgently.*

> **Note: Must** and **have to** have different meanings in questions. *Do I **have to** wash the dishes now? (Is it necessary for me ...?) **Must** I wash the dishes now? (Do you insist that I ... ?)*

Need: It is necessary to. ***Need** I ask in writing?*

> **Note: Need** can be used as a modal verb or as a main verb with no change in meaning. ***Need** I finish the essay today? (Do I need to finish the essay today?)*

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: It isn't necessary to do sth (in the present/future). *You **don't need to** iron the clothes – I will do it.*

Logical Assumptions/Deductions

Must: Sure/Certain that sth is true.
Must is used in affirmative sentences and expresses positive logical beliefs. *You've been working all day, so you **must** be tired!*

Unit 7

-ed and -ing adjectives

We use **present participles** to describe something. *It was a **boring** meeting.* (How was the meeting? Boring.)

We use **past participles** to say how someone feels. *We were **bored**.* (How did we feel? Bored.)

The Passive

We form the **passive** with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form.)

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *Bill's car was stolen.* (We don't know who stole it.) *The office is being redecorated.* (It's unimportant who is doing it.) *The burglar has been arrested.* (It's obvious that the police arrested him.)
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *The wedding ceremony will be held on 15th October.*
- when we want to avoid taking responsibility for an action, or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Ten passengers were killed in the accident.*

Changing from the active to the passive.

- The **object** of the active sentence becomes the **subject** in the passive sentence
- The active verb remains in the same tense but changes into a passive form
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.

	Subject	Verb	Object
ACTIVE	The typist	was typing	the report.
	Subject	**Verb**	**Agent**
PASSIVE	The report	was being typed	by the typist.

- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Bill lives in a flat. (intransitive verb)* **no passive form:** ~~*A flat is lived in by Bill.*~~

 Note: some transitive verbs (*have, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Roy has a BMW.* **NOT:** ~~*A BMW is had by Roy.*~~
- We can use the verb **to get** instead of the verb to be in everyday speech when we talk about things that happen by accident or unexpectedly. *He **got** injured when he was playing squash. (instead of He **was** injured…)*
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The cake was made **by** Lyn. It was made **with** fresh strawberries from the garden.*
- The agent can be omitted when the subject is unimportant e.g. *they, he, someone/somebody, people, one,* etc. *Somebody has watered the plants. = The plants have been watered.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The film was directed by Coppola.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc,* we can form two different passive sentences.
 Bob gave the parcel to me. (active)
 I was given the parcel by Bob. (passive)
 The parcel was given to me by Bob. (passive)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *A bee **stung** Ann **on** the leg. Ann was **stung on** the leg by a bee.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active, but by the to-infinitive in the passive. *She **made** me clean my room. I **was made to clean** my room.*
- **Let** becomes **be allowed to** in the passive. *The teacher let the children play in the playground. The children **were allowed** to play in the playground.*
- To ask questions in the passive, we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they answered the letter yet? Has the letter been answered (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What … by**? *Who was the film directed by?*

Unit 8

Zero and First Conditionals

Zero conditional is used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause		Main Clause
If/When + present simple	→	present simple
***If/When** you **mix** black and white paint, you **get** grey.*		

First conditional is used to express a real or very probable situation in the present or future.

If-clause		Main Clause
If + present simple	→	future simple, imperative, can/must/may, etc + bare infinitive
***If** I **finish** work early tonight, I **will/might**/etc. **go** out with Tony.*		

When the if-clause comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: with the first conditional we can use **unless + affirmative verb** (= if + negative verb). *I will not be able to come **unless** Bill **gives** me a lift.* (= **If** Bill **does not give** me a lift, …)

Note: We can form conditionals by using words or expressions such as **unless, providing/provided that, so/as long as, suppose/supposing,** etc.

***Unless** they **eat** all their food, they won't go out to play with their friends.* (= **If** they **don't eat** all their food, …)
*I'll go to the supermarket for you **providing/provided that** I finish work early.* (= If I finish work early, …)
***So/As long as** you finish your homework, you can come with me.* (= If you finish your homework, …)

Note: Unless means **if not**. It is followed by a verb in the affirmative.

***Unless** it stops **raining**, we won't go for a stroll.* (= **If** it **doesn't stop** raining, …)

Unit 9

Second Conditional

- **Second Conditional (unreal present)** is used to express imaginary situations which are contrary to facts in the present, and therefore are unlikely to happen in the present or the future.

If-clause		Main Clause
If + past simple/ past continuous	→	would/could/might + present bare infinitive
***If I knew** how to do it, **I would help**.* ***If** Bill **was working** today, **we would see** him.* ***If I were** you, **I would tell** her the truth.*		

We can use either **was** or **were** for **I, he, she, it,** in the if-clause. For the verb *(to be)* we can also use the structure **If I were you** … to give advice.

Wishes

- We can use **wish/if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	*I wish I* ***was*** *on holiday now. (but I'm not) If only I* ***were going*** *with them. (but I'm not)*	*to say that we would like something to be different about a present situation*

Note:
- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I* ***were/was*** *on holiday now.*

The Unreal Present

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations which are contrary to facts in the present.

- **Second Conditional** – ***If*** *he* ***had*** *money, he would move house.*
- **suppose/supposing** – ***Suppose/Supposing*** *he* ***lied to*** *you, what would you do?*
- **wish/if only** – *I* ***wish/If only*** *I* ***had*** *more space.*
- **would rather (present)** – *I'****d rather*** *you* ***left*** *now.*
- **as if/as though** – *Ronald acts* ***as if/as though*** *he* ***owned*** *the place.*
- **it's (about/high) time** – ***It's (about/high) time*** *you* ***went*** *to bed.*

Unit 10

The Gerund

The **Gerund** is used:

- as a noun. ***Jogging*** *is good for your health.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go** (for activities), **imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *He* ***suggested going*** *out.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Jamie* ***loves*** *listening to rock music.* **BUT:** for a specific preference (would like/would prefer/ would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble**, etc. ***There is no point in talking*** *to her; she won't believe you.*
- after **spend, waste** or **lose** (time, money, etc). *He* ***spent*** *a lot of money* ***redecorating*** *his flat.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer** (***doing*** *sth* ***to*** *sth else). He* ***prefers watching TV to listening*** *to music.*
- after other prepositions. *He was thinking* ***of moving*** *house.*
- after the verbs **hear, listen to, notice, see, watch,** and **feel** to describe an incomplete action. *I* ***heard*** *Bill* ***talking*** *to Ann.* (I only heard part of the conversation.)
 BUT: we use the **infinitive without to** with **hear, listen to, notice, see, watch,** and **feel** to describe the complete action. *I* ***heard*** *Bill* ***tell*** *the story.* (I heard the whole story.)

Unit 11

Possibility

Can + present infinitive: general possibility, sth theoretically possible; not used for a specific situation. *You* ***can have*** *milk or juice.*

Could/May/Might + present infinitive: it is possible/likely, perhaps; used to show sth is possible in a specific situation. *You should keep that phone number, it* ***may be*** *useful one day.*

> **Note:** we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you* ***can/could/might*** *give me an answer today?*

Should/Ought to: express duty, weak obligation or to recommend. These are less emphatic than **must/have to**. *You* ***should*** *think about it before you make a final decision.*

Should/Ought to: express probability; used to show that sth is very probable to happen. *It's the end of August. Most people* ***should be/ought to*** *be back from holiday.*

Ability/Permission

Can: expresses ability in the present. *He* ***can*** *play football.*

Could: expresses ability in the past. *I* ***could*** *work until late when I was younger.*

Can/Could/May/Might ...?: we use the structures to ask permission to do something. **Could** and **may** are more polite than **can**. **Might** is formal.

Can I *go out?* (informal)
Could/May/Might *you help me with this essay?* (formal)
Cannot/May not: we use this structure to refuse permission. *Passengers* ***cannot*** *leave their luggage unattended.*

> **Note:** We can't use **couldn't** to refuse permission. e.g. '***Could*** *we visit the sights today?' 'I'm sorry, but you* ***can't***'. (NOT: ~~*'I'm sorry, but you* ***couldn't***'.~~)

Unit 12

Past Simple

We use the **past simple:**

- for an action that occurred at a definite time (stated or implied) in the past. *He **posted** the invitations yesterday.*
- for actions that happened immediately after one another in the past. *She **locked** the door and **headed for** her car.*
- for habits or states which are now finished. *Mr Smith **worked** as a gardener when he was younger.*

 Note: Used to can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we often use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/ month/year/Friday/October, etc., three days/weeks, etc. ago, in 1999, etc.*

Past Perfect

We use the **past perfect (had + past participle):**

- for an action which happened before another past action or before a stated time in the past. *Judy **had finished** her homework by seven o'clock.*
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had heard** the news a few days earlier and he was still in shock.*
- for a general situation in the past. *Everyone **had been** pleasant in the beginning.*

The time expressions we often use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

Unit 14

The Future

We use the **present simple:**

- for future actions when referring to timetables/calendars/ schedules, etc.
 e.g. *The hotel **serves** breakfast between 7 am and 11 am.*

We use the **future simple (will + bare infinitive)** for:

- decisions made at the moment of speaking. *It's cold. **I'll close** the window.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think, believe, expect**, etc; the expressions **be sure, be afraid**, etc; and the adverbs **probably, certainly, perhaps**, etc. *He **will probably tell** you later.*
- promises, threats, warnings, requests, hopes and offers. ***Will** you **help** me tidy the room?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Bob **will be** thirty years old in May.*

We use **be going to:**

- for plans, intentions or ambitions for the future. *He **'s going to be** a lawyer when he finishes university.*
- actions we have already decided to do in the near future. *Steve **is going to** spend his holidays in Spain.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look at the dark clouds. It **'s going to** rain.*

Unit 15

Possibility

Might/Would + perfect infinitive: sth was possible, but it did not happen. *I **would have bought** you some cologne if I had found it.* (but I didn't)

Criticism

Should/Might/Ought to + perfect infinitive: it might have been better if you had *You **should** have asked for my help* (but you didn't).

Unit 16

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

i. **who(m)/that** to refer to people.
ii. **which/that** to refer to things.
iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **Who, which** and **that** can be omitted when they are the object of the relative clause. *He's the man **(who)** I am working for.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the girl **to whom** Bill got engaged.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man **who** owns that shop is my cousin.*
- **Whose** is never omitted. *That's the man **whose** daughter got married to my neighbour.*

Relative adverbs

We use:

i. **when/that** to refer to a time (it can be omitted) *That was the year **(when/that)** we moved to Madrid.*
ii. **where** to refer to a place. *The hotel **where** we spent our summer holidays is closing down.*
iii. **why** to give a reason, usually after the word **reason** (**why** can be omitted). *That's the reason **(why)** he left town.*

Defining and Non-defining Relative Clauses

A **defining relative clause** gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or the **reason (why)**. *The man **who** bought our car lives next door.*

A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. *The man, who was very impatient, left before the doctor came in.*

Rules for Punctuation

Capital Letters

A **capital letter** is used:

- to begin a sentence. *This is a book.*
- for days of the week, months and public holidays. *Monday, January, New Year, etc.*
- for names of people and places. *This is Bill Blake and he's from Surrey, England.*
- for people's titles. *Mr and Mrs Parker; Dr Brown; Professor Harris, etc.*
- for nationalities and languages. *They are Spanish. He's fluent in Greek and Russian.*

 Note: The personal pronoun **I** is always a capital letter. *Bob and I are working late tonight.*

Full Stop (.)

A **full stop** is used:

- to end a sentence that is not a question or an exclamation. *We're having a great time here in Barbados. We wish you were here.*

Comma (,)

A **comma** is used:

- to separate words in a list. *I need sugar, milk, flour and eggs.*
- to separate a non-defining relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause. *Ron, who is a singer, lives in Canada.*
- after certain linking words/phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc). *Moreover, Lyn is very impatient.*
- when if-clauses begin sentences. *If you have any questions, don't hesitate to ask.*

 Note: no comma is used, however, when the if-clause follows the main clause.
- to separate question tags from the rest of the sentence. *Mr Jones is your new neighbour, isn't he?*

Question Mark (?)

A **question mark** is used:

- to end a direct question. *Who is he?*

Exclamation Mark (!)

An **exclamation mark** is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *What lovely weather! How rude!*

Quotation Marks (' ' or " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *'The train leaves at 11:45am,' said Tony. "What's your name?" he asked her.*

Colon (:)

A **colon** is used:

- to introduce a list. *There were three of us in the room: my brother, my friend Steve and I.*

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular newspapers (i.e. The Guardian, The Observer, The Times, etc.) can be found almost anywhere in the world.*

Apostrophe (')

An **apostrophe** is used:

- in short forms to show that one or more letters or numbers have been left out. *I'm* (= I am) *telling you ... He left for Spain in the winter of '01.* (=2001)
- before or after the possessive -s to show ownership or the relationship between people.
 Bob's wife, my sister's daughter (singular noun + 's)
 my grandparents' cottage (plural noun + s')
 men's suits (irregular plural + 's)

Irregular Verbs

Infinitive	Past	Past Participle
be	was/were	been
bear	bore	borne (born)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (burned)	burnt (burned)
burst	burst	burst
buy	bought	bought
can	could	(been able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
dream	dreamt (dreamed)	dreamt (dreamed)
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged)	hung (hanged)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt (learned)	learnt (learned)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	laid
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt (smelled)	smelt (smelled)
speak	spoke	spoken
spell	spelt (spelled)	spelt (spelled)
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

1 – About yourself

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercise 1, p. 18

Candidate A

Examiner: Good morning. I'm Carol Smith. Can you tell me your full name, please?
Candidate A: My name's Maria Sanchez.
Examiner: And what shall I call you?
Candidate A: Maria.
Examiner: And can you tell me where you are from?
Candidate A: Spain.
Examiner: Can I see your identification please? ... Thank you, that's fine. Now I'd like to ask you some questions about yourself. Let's talk about your home town ... Tell me about where you live in Spain.
Candidate A: I live in an apartment ... in Valencia ...
Examiner: And what kind of place is it?
Candidate A: It's a big place ... with many people ... and very busy.
Examiner: And what do you do in the evenings in Valencia?
Candidate A: In the evenings ... Valencia has many shops and I go with friends ... and Valencia has many restaurant...
Examiner: Would you like to live in another place in Spain?
Candidate A: No, Valencia is best ... and I like people in Valencia.
Examiner: Why?
Candidate A: My family is in Valencia and ... Valencia people are good neighbours.
Examiner: OK. So let's move on to talk about learning English ... How long have you been learning English?
Candidate A: How long ... er ... four years.
Examiner: And when do you use your English?
Candidate A: I speak English with some friends ... and I use English with computers.
Examiner: And do you speak any other languages?

Candidate B

Examiner: Good morning. I'm Stephen Jones. Can you tell me your full name, please?
Candidate B: My name's Indira Patel.
Examiner: And can you tell me where you are from Indira?
Candidate B: I'm from Delhi.
Examiner: Can I see your identification please? ... Thank you, that's fine. Now I'd like to ask you some questions about yourself. Let's talk about what you do. Do you work or are you a student?
Candidate B: I'm a student in high school ... but I'm finishing this year ... I have my final exams in June.
Examiner: And what subjects are you studying?
Candidate B: A mixture ... I'm studying for my high school diploma ... which means I have to choose five subjects ... sorry – I mean... I study three compulsory subjects: Maths, Literature and Science ... and I chose another two: I'm doing English and History.
Examiner: Do you enjoy those subjects?
Candidate B: I do actually ... English because I love learning new words and I love listening to English radio and ... History is just fascinating ... finding out about the history of my parents and grandparents' generations is what I enjoy most.
Examiner: And what are your plans for the future?
Candidate B: Do you mean for my studies or my career?
Examiner: Your studies.
Candidate B: I'm not sure ... I think I'd like to do a degree abroad, but it depends on my brother ... he's studying in Canada at the moment and if he stays, I'll go and join him ... but I'm sure that I want to study Economic History.
Examiner: OK. So let's move on to talk about your free time ...

2 – Travelling

VOCABULARY FOCUS

Exercise 2, p. 20

1 This place is where they check if you are bringing in too many cigarettes or illegal goods of any kind. You go through it at the end of your journey usually, after you've landed at your destination. It's called 'customs'. That's C – U – S – T – O – M – S.
2 This is where they check to see if your passport is in order, if you've got the right visa and that kind of thing. It's called passport control. That's P – A – S – S – P – O – R – T C – O – N – T – R – O – L.
3 This is the gate. That's G – A – T – E. It's where you queue up to board your plane.
4 This is the check-in desk. It's where you show your ticket to the airline staff and you hand over your luggage. Then they give you your boarding card. So, that's the check-in desk: C – H – E – C – K – I – N – D – E – S – K.
5 This can take a long time. It's where they put your clothes and hand-luggage and you yourself through an X-ray machine to make sure you're not carrying bombs or guns. It's called security, S – E – C – U – R – I – T – Y.
6 You can go to this place just to look around or to buy something. It's a kind of shop and it's called duty-free. You can buy things there without paying tax. That's D – U – T – Y F – R – E – E.
7 This bit is exciting if you like flying. It's called take off, T – A – K – E O – F – F, and it's when your plane gets off the ground and goes up in the air.

8 This place is where you sit and wait for your flight to to board. It's the departure lounge. That's D – E – P – A – R – T – U – R – E L – O – U – N – G – E.

Exercise 5b, p. 21

1 Check-in desk
2 Passport control
3 X-ray machine
4 Customs
5 Security
6 Duty-free
7 Departure
8 To check in

Exercise 5c, p. 21

Passport
Visa
Luggage
Hand luggage
Departure gate
To land
To take off
To go through
Boarding pass

SKILLS FOCUS

Exercise 1, p. 23

Erm, I'm not sure, just let me check on my ticket. It's in the afternoon. Oh yes, I remember, half past three.

Exercise 2, p. 23

Extract 1
I'm going to stop off on the way to meet up with some friends and family, so I'm not flying direct. But I'm actually going to Sydney – so that'll be my last stop.

Extract 2
It's a fast train and doesn't stop anywhere on the way, so it should be on time. It should get in at 19.05.

Extract 3
No, I'm coming back too, but next week, not today, so I think I need an open return ticket.

Extract 4
I'd go somewhere quiet if I were you. It'll be cheaper too if you go out of town. Why don't you try Bramhill? It's a little village just outside Boston.

Extract 5
Yes, that's right ... it's part of London, south London, I think. It's called Putney. That's P – U – T – N – E – Y.

Exercise 3, p. 23

a 14
b I need some new sheets
c further
d H – A – R – S – T – O – N
e 60
f It is seen
g The shop is close
h I sometimes walked to work

Exercise 6, p. 23

Here are six names from all over the world. Write them down.

1 Pensri P – E – N – S – R – I. This is a Thai girl's name which means the goodness and beauty of the moon.
2 Philip P – H – I – L – I – P. This is a British or American boy's name. Many Southern European countries have similar names to this.
3 And now here's a Russian girl's name: Ignatevskaia. That's I – G – N – A – T – E – V – S – K – A – I – A
4 This next one is a common girl's name in Arab countries. It's F – A – T – I – M – A. That's Fatima.
5 Now this is a difficult one. It's an Indian girl's name: Aakaanksha A – A – or double A, then K – A – A – N – K – S – H – A. It means wish or desire.
6 And our last name, this time it's a Japanese girl's name. It's Hiroko. That's H – I – R – O – K – O. And it means 'generous'.

Now for six sums. Please write the numbers down then add them up, then I'll give you the answers:

1 9 + 17 =
2 36 + 29 =
3 287 + 16 =
4 6825 + 14 =
5 60 + 320 =
6 78573 + 97 =

And now for the answers. The answer to number 1 is 26. The answer to number 2 is 65, and for number 3 it's 303. The answer to number 4 is 6839, to number 5 is 380, and for the last one, number 6, the answer is 78670. Did you get them all right?

EXAM FOCUS

IELTS Practice Test, pp. 27-28

You will hear two friends, Tina and Jack, talking about a purse lost in an airport.

Tina: Oh, Jack, thank goodness, you're here. I just didn't know what to do.
Jack: Well, are you all right? What happened?
Tina: Yeh, I guess I'm alright, but I've just had my purse with everything in it stolen.
Jack: Look, I've bought you a drink ... this coffee here. Drink it ... it'll make you feel better. Now come on, let's sit down here in the café, then you can tell me what happened.
Tina: Thanks, that tastes good. Well, I'd just come through passport control and went into the luggage hall to pick up my luggage. I was just standing by a desk to sort out all my papers – you know I had my passport, my visa, a bit of paper with the address of where I'm staying, all that stuff in my hands. As I put it all back in my bag, this tall man with his wife went past me and sort of bumped into me, but I didn't think anything of it, because that's not unusual when you're waiting for your luggage.

Jack: So, how do you know it happened in the luggage hall?
Tina: Well, after I'd picked up my luggage I went through customs and into the arrivals hall, and when I'd got there I went to that minimarket over there to buy some stuff – and it was then I noticed, when I wanted to pay, that my purse just wasn't there. I'd wanted to buy some water – you know I had some juice and an orange with me but I was just really thirsty – anyway, it wasn't in any of my bags, so I thought I'd just dropped it, so I went back through the arrivals hall to look for it, and I wanted to go back into the luggage place but they wouldn't let me through.
Jack: Right, well, we must contact your bank. But, what makes you so certain it was that tall guy? Maybe you just dropped it and someone's picked it up and handed it in to the police.
Tina: No, Jack, I'm sure it was him. The more I think about it, the more I think he'd been watching me for a while. I'd noticed him on the plane, you see, because he kept talking on his mobile really loudly just after we landed. His wife did too.
Jack: Have you been to the police?
Tina: No, not yet. I just came straight to the café to find you. I ... I just don't understand how he did it.
Jack: What did the purse have in it?
Tina: Everything – that's the problem. Well not quite everything. I've still got my passport and my visa, but my credit cards have gone and $300 in cash. Fortunately, I'd just put my English money into my pocket, and my plane ticket too, so I've still got them.
Jack: Can you remember what he looked like?
Tina: Well, he was tall with quite long blond hair. He must have been around 35. And I think he was wearing a leather jacket. And his wife was quite short, younger than him ... probably around 20, with short dark hair. She was sort of medium build, but what I noticed about her was that she was actually using two mobile phones. Oh no!
Jack: What? What's the matter?
Tina: Look, that's them, there, coming towards us.
Tall man: Oh, thank goodness I've found you.
Tina: What do you mean?
Tall man: Look, is this your purse? I found it on the plane and I've been looking for you ever since.
Tina: Oh no, yes it is mine ... [*laughter all round*]. Thank you so much. Look, can I buy you a drink?

5 – Education

VOCABULARY FOCUS

Exercise 3, p. 59

noticeboards
career counsellors
stage lighting
test tubes
attendance registers
photocopiers
whiteboards
reference sections
exercise machines
work stations
vending machines
changing rooms

SKILLS FOCUS

Exercise 5, p. 61

Example 1
The food in my school canteen was terrible. We always had to queue, so by the time you were served everything was cold. I say 'everything' but there was never any choice. It was always chicken on Monday... and every day there was a watery soup... or perhaps it was soupy water. But the worst thing was the smell – it was awful.

(*other voice:* COMPARE)
It always smelled like they were boiling cabbage ... even though cabbage was never on the menu.

Example 2
I think school uniforms are a good idea for many reasons. I think children work harder and are not so distracted when they wear uniforms. It also means parents don't argue with their children about what to buy for school or wear to school. They help prevent bullying.

(*other voice:* CLARIFY)
I mean if children wear the same thing to school other children can't make fun of them because of their clothes.

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2, pp. 66-67

Examiner: Now, I'm going to give you a topic and I'd like you to talk about it for one to two minutes. Before you talk, you'll have one minute to think about what you're going to say. You can make some notes if you wish. Do you understand?
Candidate: Yes, I do.
Examiner: I'd like you to describe a teacher that you had at school who was special to you ...

[*Pause*]

Candidate: OK, I would like to tell you about my teacher ... Mrs Kerney ... who was my first English teacher. Mrs Kerney was my English teacher when I was at Rodrigues Primary School, which was in San Sebastian – a town near my village ... We started English in the third year of primary school. I was eight at the time. I remember how excited we were before our first lesson ... everyone was saying everything they had heard in English ... it was like the class were going to the circus or something. You see, Mrs Kerney wasn't just a new

teacher, she was more like a new experience ... she was the first foreigner some of us had ever seen and the first one we'd ever spoken to ... She was a fantastic teacher, too. She taught us words with puppets and made us laugh all the time. She couldn't speak Spanish, so everything we did was in English. For instance, she used to take the register and ask us how we spelt one of our names. It was fantastic that we could all say things in English after only a few weeks ... She used to make English cakes and biscuits sometimes and bring them to class and we wrote down the recipes and had to try them at home. I suppose children do that in English schools but for us it was something new. Anyway, Mrs Kerney was my teacher for two years and then she left the school. I think she was an exchange teacher ... that's why she had to leave. She was a special teacher. Basically, she made me love English and I'll always remember her for that.

Examiner: Thank you. Now we've been talking about teaching and learning and I'd like ...

6 – Accommodation

VOCABULARY FOCUS

Exercise 4b, p. 69

1 accommodation
2 bedsit
3 microwave
4 shelves
5 cooker
6 dormitory

Exercise 4c, p. 69

1 vacuum cleaner
2 washing machine
3 television
4 iron
5 air conditioning
6 wardrobe
7 telephone
8 fridge
9 hall of residence
10 canteen

SKILLS FOCUS

Exercises 3 & 4, p. 71

Extract 1

My landlord comes on Sundays to collect the rent. It's really quite expensive. I have to give him $60 each time.

Extract 2

Student: OK, so that's everything ... Oh, what time is supper?
Staff: Well, it's 7:25 now, so supper will be in five minutes.

Extract 3

I'd like to live by myself but I wouldn't like to have to cook my own meals or do my own cleaning, so maybe a hall is best for me.

Extract 4

It's a really, really useful book. It really helped me understand what I need to do to live here and make the most of it. You should read it too. It's called 'Living in Australia'.

Extract 5

It's D – O – N – A – T – E – L – L – A.

Exercise 5, p. 72

1 It's unfurnished.
2 He thinks his flat is horrible.
3 It's quite small.
4 In the suburbs.
5 On Tuesday.

Exercise 6, p. 72

Listen to the recording and tick which of the two sentences the speaker says. Listen carefully!

I'd love to change room.
I'd prefer to share accommodation.
I would've gone by then.
How did you do it?
She always came on Tuesdays.
It's funny, isn't it?
They couldn't understand the language.
This is an aim which is important.
He's looking for a big and comfortable chair.

Exercise 7, p. 72

You will hear a renting agent talking about three kinds of accommodation for rent.

Yeh, I've got three places available. The first is just a bed. You'd be sharing with other people in a dormitory but there's a kitchen and bathroom too, of course, which are equipped – it's got a cooker, a fridge, a table, things like that, and it's here in the centre of town. It's quite cheap at $20 a week.

The second is more comfortable. It's a one bedroom flat in Oxley – that's on the edge of town, but on a good bus route. It's got full kitchen equipment, and a bed, a desk, a cooker and all those things, but at $60 a week it's not cheap.

The last place is in a hall. It's just near the college, on the left of the library. What's good about it is that it's got a canteen where you can eat, and also a lounge where you can watch television. All the rooms are furnished and you'd need to pay $220 a month.

EXAM FOCUS

IELTS Practice Test, p. 76

You will hear a college accommodation officer leaving a telephone message for a student.

Member of staff: Hello, yes, this is a message from the Willfield College accommodation office for Amir Sikder. I'm calling to reply to the call you made on Thursday. First of all, your student details. Could you please confirm that these are right as I can't find your record on our computer. The details we have are that you're coming up next term for your first year and you'll be studying sports science. Is that right? And your student number is 07 hyphen 26523 hyphen 921. You need to confirm these as I can't do anything about accommodation for you until you're properly registered on our system.

Now, you say you'd like a room in Midland Hall and ask for details about it. Well, Midland is a new hall, quite near the university. There's a good bus service, but most students bike it or go on foot. In the way of facilities, well, there's a launderette, then there's a restaurant where you can get very good, cheap meals, a common room where you can meet up with your friends, watch TV, whatever, and a small shop where you can buy the small daily things you might need.

As for the rooms themselves, well, you'd have a room to yourself, so, a single. There are no doubles – so you wouldn't have to share with anyone, but you'd have to share the bathroom. There's no en-suite bathrooms. And the rent is ... yes, it's £3000 for 40 weeks, which includes everything – room, meals, electricity, heating, everything, there's no extras.

But the best thing for you to do is have a look on our website, which is www.accomm@wellfield.edu.org. That's two c's, 2 m's and two l's. It'll give you all these details and there are some photos, too.

We do still have a couple of rooms available, but only three, so if you want one, you need to move quickly, and fill in an application form and get it to me fast. You can do that from the web site.

Right, I think that's everything. Just give me a ring if you have any more queries. Thank you. Bye bye.

7 – Gadgets

VOCABULARY FOCUS

Exercise 7, p. 79

Listen and repeat:

remote control	sending emails
laptop	uploading material
mobile phone	browsing the Internet
PDA	text messaging
MP3 player	social networking
DVD player	gaming
playing video games	phoning

Exciting, Boring, Interesting, Confusing, Tiring, Frustrating, Fascinating, Inspiring, Relaxing

Exercise 8, p. 79

Answer these quiz questions:

1 What do you call a phone that you can carry round with you?
2 What's the opposite of confusing?
3 If something takes away your energy, you can say it's
4 Is it possible to switch on an email?
5 Which can you turn down – a calculator or a DVD player?
6 Is a remote control exciting or useful?
7 What preposition follows 'bored'?
8 This begins with 'f'. If something is annoying or you just can't do it we say it's
9 What's the opposite of 'turn off'?
10 What preposition do you use with 'tired'?

9 – Free time and entertainment

SKILLS FOCUS

Exercise 6, p. 108

1 things are changing though.
2 I suppose I just don't really have a routine.
3 perhaps university will be different.
4 that's what most of my friends do at least.
5 maybe I'll join a gym or something, I'll see.
6 anyway, I can relax when exams are over.

GRAMMAR FOCUS

Exercise 4, p. 110

1 Would you like to do more sport?
I wish I could.
2 Are you going anywhere this weekend?
I hope I am.
3 Does the government help students financially?
I wish it would.
4 Are things going to get better?
I hope so.
5 Do you think the situation will get worse?
I hope it doesn't.
6 Do people need money to enjoy their leisure time?
I wish they didn't, but they do.
7 Do you go out every weekend?
If only I could, but I can't afford to.
8 How would you ideally like to spend your free time?
I just wish I had more free time.

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2, p. 113

Examiner: We've been talking about leisure time and I'd like to ask you one or two more general questions on this topic. First let's consider the relationship between work and free time. In your country how do people typically relax after work?

Candidate: Well, it depends ... I think ... generally speaking ... people go home, eat with their family and watch TV ... and that's it – that's all they do ... but at some times of the year ... especially in summer and autumn we have lots of traditional festivals and then people will go out until very late into the night.

Examiner: Tell me about these festivals.

Candidate: The main ones are in summer ... when we harvest wheat and apples ... we have more facilities to make festival then ... so that more to do ... as a fair or a circus or a concert with traditional dancing ... I enjoy these things very much.

Examiner: And how easy is it to get a good balance between work and free time?

Candidate: It's not ... personally speaking at least ... I mean ... I have to travel two hours to work and two hours home again ... so after working and commuting all I want to do is rest ... but it is important to do things at outwork days ...

Examiner: Why is that?

Candidate: It is about being active ... both physically and mentally ... everybody needs to do things that stimulate and challenge them ... for example, I go hiking a lot which is a good way to keep fit and to socialise.

10 – Jobs

VOCABULARY FOCUS

Exercise 6, p. 115

1 Travel agent
2 Air hostess
3 Cook
4 Designer
5 Builder
6 Engineer
7 Journalist
8 Labourer
9 Mechanic
10 Nurse
11 Porter
12 Programmer
13 Barman
14 Sales assistant
15 Driver
16 Waiter

Exercise 7, p. 116

1 Nursing
2 Engineer
3 Travel agency
4 Security guard
5 Building
6 Designer
7 Secretary
8 Journalism
9 Cleaner
10 Waiter
11 Cooking
12 Programme

Exercise 8, p. 116

Write your answers to these questions.

1 What's the name of the person who makes the meals in a restaurant?
2 In which area of work do people teach, examine and look after children?
3 This job area is concerned with recording a firm's profits, expenses and losses – what is it?
4 Someone who helps do heavy physical work, like carrying things around, is a
5 What do you call someone who brings you the menu and your food in a restaurant?
6 What's the area of work that deals with computers?
7 People who provide entertainment or sporting activities are involved in the area of
8 What's the name of the job which involves repairing or working with machines?
9 Someone who types up letters and organises their boss's correspondence, meetings and timetable is a
10 Which job area deals with making sure firms have enough suitably qualified people on their staff?

Now spell your answers to another student.

SKILLS FOCUS

Exercise 1, p. 117

1 I suppose it's all right really, but I do get fed up with doing the same thing every day.
2 I'm always doing something different, and they're all things that really make me think and challenge me. It's great.
3 I've got to finish all of these, then I need to go through all of those over there. It should take me another couple of hours.
4 Honestly, I keep telling her that I've got too much work, and she NEVER listens. In fact, she just keeps giving me more.
5 No, I can manage it easily. Don't worry. It's not a problem. I'll bring you the results tomorrow morning.
6 Do you think you could help me? The thing is that I need to get it finished really quick and I'm just not sure how to go about it. Oh help, I really don't want to lose this job.

Exercise 2, p. 117

1 It's a job in a restaurant kitchen, helping the chef.
2 It's a job in a restaurant kitchen, helping the chef.
3 It's a job in a restaurant kitchen, helping the chef.
4 It's a job in a restaurant kitchen, helping the chef.
5 It's a job in a restaurant kitchen, helping the chef.

Exercise 3, p. 117

Girl: It's the best job I've had in a long time.
Man: But you'll need to start really early in the morning – at 6 o'clock.
Woman: Your salary can go up or down – it depends on how many customers you get.
Girl: The job's all about working with customers, not paper work or organising things.
Boy: I suppose you need to be energetic, fit and extrovert – you're always dealing with people.
Boy: Jan's the boss. She's quite strict and watches what you do all the time.

Exercise 4, p. 118

He works in a language school, organising social events for the students.

Exercise 5, p. 118

Girl: Before I got this job I had to go through a long application process. First, I had to submit an application form and a CV, then I had to go to an interview. I was so nervous at the interview because there were these four people all asking me questions at the same time. I really thought I hadn't got the job, but I must have done something right because they rang me the next day and they told me I'd got the job, then they sent me an email saying the same thing – that I'd got the job and wanted me to start the next week. Wow!

EXAM FOCUS

IELTS Practice Test, pp. 122

You will hear a conversation between two students, David and Paula, about using PowerPoint to give presentations.

David: I've got to give a presentation next week – I've never given one at college before.
Paula: Oh yeh, what's it for?
David: My building course – the thing I'm doing in the evenings for my job. It's really useful for the job, but I don't feel very confident about giving a presentation.
Paula: Right ... I gave my first last week. It was about first aid, but I don't think it went very well though ... I think I used PowerPoint really badly.
David: Why? What did you do?
Paula: Well, I wrote nearly all of the presentation up on the slides, and I just read from them, and I noticed everyone getting really bored.
David: Yeah, I've heard that. They say you should only write two lines on each slide, a summary of your main points really, and you talk about these from notes. Sounds easy, but I'm not so sure.
Paula: Something else I did wrong, too, I think, was maybe I used too much animation. It's just such fun doing all these effects – you know the sounds and the graphics, but my tutor told me I'd overdone it and again I noticed that everyone started laughing after a bit. At first I thought that meant they were enjoying the presentation but I suspect they just thought it was a bit silly. In fact, it was all a bit embarrassing, and what's worse I've got to give another one next week.
David: Well, let's work out some golden rules together.
Paula: Yeh, good idea. So, no more than two lines on each slide and keep the animation to a minimum.
David: Something else about the look of it ... I think you shouldn't use too many colours or fonts. That's what they always told us at school, anyway.
Paula: That's probably good advice – keep them simple. They probably distract the audience, so they don't get your main message. The same must be true for the background. I used a fantastic one of the Great Wall of China that I found on the Internet – it showed this wonderful high wall running across this mountainous countryside – it was really strong, but I guess it didn't have much to do with my job as a nurse, or first aid, it's true ..., and the shapes of the mountain tops made the text look unclear.
David: Yep, I think they told us that at school too – use a light coloured background on a dark coloured text or vice versa, and use the same background on all the slides. And like you said, keep it all simple. In fact, you know, thinking about it, I can remember quite a lot of what they told us at school.
Paula: I didn't do any of that at school. We did use PowerPoint but we were never taught how to. I remember sitting through some dreadful presentations. You know, when people stand in front of the screen, or forget to talk and just show the slides, or put their back to the audience because they're too frightened to look at anyone. Body language is really important – things like where you stand, how you use gestures and making eye-contact – you need to realise how you're using these things and make good use of them. But there were some good presentations at school too – I mustn't be unfair. And you're right – they were the ones that were the most simple and to the point. Some had some great visuals though – charts and graphs, I mean.
David: Yeh, I think visuals are a really good idea. Sometimes you can get an idea across more clearly with a visual than through words, and there's loads of pictures on the Net these days.
Paula: That's right.
David: I've got an idea – why don't we do a practice run? I mean, when we've both got our presentations together we could do them for one another and then suggest improvements and things. That's another golden rule they told us at school.

Paula: OK, yeh, so we could give one another feedback on what we're talking about and on our PowerPoints too.
David: Something else we could try is hyperlinks and audio and video clips.
Paula: Wow, you're getting ambitious! But that's OK. In fact, I'm getting quite excited myself, which is good, because I felt so miserable after my presentation last week.
David: Well, if we do a practice run and give one another feedback, like you said, that could be good ... not just for the course but in my job, too. I've got to give a presentation at work the week after next, in fact.
Paula: Great, well, let's give ourselves a deadline, shall we? I need a deadline or else I won't do anything.
David: Yeh, I know what you mean. How about next Thursday then ... in the afternoon at ... *[fade]*

11 – Working in business

VOCABULARY FOCUS

Exercise 6, p. 125

Efficient, supportive, bossy, understanding, confident, friendly, firm, encouraging, fair, considerate, punctual, creative, dynamic, a team player, reliable, obedient, smart, careful, kind.

13 – Modern living

EXAM FOCUS

Thinking about the IELTS Practice Test

Exercises 1 & 2 , p. 163

... as I said before, my mobile phone really has changed my life ... in the past I had to remember to do things but now I use the phone to remind me ... and I didn't use to keep in touch with friends like I do now ... and of course there are so many different functions on phones nowadays ... I don't have music on mine but a lot of my friends do ... I use the camera a lot – the quality is the same as a digital camera – and of course I text all the time ... but there are some things that annoy me ... one thing is all this hands-free stuff ... I sometimes walk towards people thinking that they're saying something to me ... and another thing that annoys me is people having loud conversations in public places and silly ringtones ... I might get a phone that lets you get your emails next ... the technology is just fantastic ...

Unit 14

VOCABULARY FOCUS

Exercise 7, p. 166

Listen and repeat

1 Try to look confident when you give a talk.
2 Don't just read your notes aloud.
3 Keep question time till the end.
4 Don't worry if you make a mistake.
5 It's important to make eye contact with your audience.
6 Remember that your audience probably has a short attention span.
7 Good talks help you focus on key points.
8 Always do a rehearsal before giving your presentation.
9 Use body language like gestures to emphasise your points.
10 When you're giving your talk, never turn your back to the audience.

SKILLS FOCUS

Exercise 1, p. 167

in other words	for instance	then
but	firstly	to sum up
finally	so	on the whole
also	secondly	

Exercise 3, p. 167

I'd like to talk to you today about the structure of talks, presentations and lectures. They are all structured in more or less the same way. There are five main parts to a talk. Firstly, there's the introduction. This simply tells your audience what your talk is going to be about. In other words, it introduces the topic and the order of the points it will make. For example, 'today I'm going to talk about X. Firstly, I'll discuss X, then I'll talk about X, and finally, we'll look at X'. Second comes the body of the talk. What I mean by this is discussion of your main points. After that, there's a summary, which simply restates the points you made in the body of your talk, but in fewer words. Then, there's the conclusion. And, finally, of course there's question time. So, when you give talks yourselves, always remember to follow this structure.

Exercise 4, p. 168

There are a number of things that you need to remember before you give a talk. Firstly, you need to think about who your audience are, for example, how old they are or how much they already know about the subject. In other words, you need to think about your audience's characteristics i.e. what they're like, so you can make the content of the talk right for them.

Another point to think about is how long your talk will be. You will want to tell your audience key information. But you need to decide how much key information to give them. This depends on the time available. So, when you plan your talk, you'll need to prioritise your information, deciding what is most important.

You may also need to decide what information to leave out. To sum up, we can see that the planning stage is an important part of giving talks.

SKILLS FOCUS

Exercise 5, p. 168

1 Speakers often try to start talks with some kind of strategy for catching people's attention such as telling a joke or some kind of personal story, but in many countries this is considered rather rude. Your audience might think you're insulting them by beginning a talk in this way.
2 Speakers are often advised to have a question time at the end of their talk rather than letting people ask questions during the talk. This is because the talk may answer the question anyway, and questions in the middle can distract from the talk's main topic.
3 A speaker should tell the audience that there'll be a question time at the end. This is because some people may expect to ask questions in the middle and feel rather insulted if the speaker doesn't give them an opportunity to do so.
4 The way an audience expresses interest in a talk can vary from country to country. In the USA, for example, asking questions is a way of showing interest, whereas in Japan listening politely is the way to do this.
5 If you want your audience to be persuaded by what you are saying, try not to sound too hesitant and don't use lots of 'it may be's', 'it might be's', 'perhaps's', and other ways of expressing doubt. Be definite and firm. Some research says that women have more difficulty convincing their audiences than men because they're not so good at sounding definite.
6 Research suggests that men are not so good at showing emotion or talking about emotions during talks whereas women do this more easily. Speaking with enthusiasm and feeling is certainly a good way of involving your audience, so it's something we should all at least try to do.

EXAM FOCUS

IELTS Practice Test, p. 172

You will hear a lecturer talking to a group of trainee teachers about listening skills.

Good morning. Today, I'm going to be talking about what helps us listen well, that is, our listening skills. When you become teachers you will need to make sure that your students know how to listen, as listening is one of the main ways that we take in information.

There are in fact two main ways in which we listen – we call them top-down and bottom-up skills, and they help us make sense of what we're hearing. Let me explain what these are. Firstly, top-down skills. Now, these involve the listener in using his knowledge of the world to help him understand what he hears. For instance, you might know that a friend of yours always talks about football. You may also know quite a bit about football yourself, so you use this knowledge to make sense of what you're hearing, to predict what your friend is going to say and to evaluate it. What this means is this kind of listening doesn't depend so much on listening to language, but more on understanding the situation.

Let me give you another example. Imagine you're shopping in an Italian food market. A stallholder comes up to you with a packet of strawberries in their hands, and says 'Fragole, belle fragole, solo 2 euro'. You don't speak Italian, but I'm sure you'd realise that they're talking about the price of the strawberries they're holding, and that they want to sell them to you. You get all this information from the situation.

Moving on, let's look at bottom-up listening skills. These involve actually hearing and processing language, so things like understanding words, grammar, intonation, stress, word order, contractions.

Research shows that when they listen, good listeners don't just rely on bottom-up or top-down skills... they use both to help one another. For example, if you don't understand a particular word, you use your knowledge of the topic or situation to work out what it probably means. Or if someone seems to be saying something unexpected you might focus on their intonation and words to work out what their attitude really is. We also watch a person's face for signals about what mood they're in. So, listeners move constantly between the one type of listening and the other.

When you start your work as teachers you will need to help your students develop these skills. OK ...

Unit 15

VOCABULARY FOCUS

Exercise 2, p. 174

Touch the picture of a planet.
Touch the picture of mammals.
Touch the picture of pollution.
Touch the picture of a hurricane.
Touch the picture of insects.

Touch the picture of a storm.
Touch the picture of floods.
Touch the picture of solar energy.
Touch the picture of a forest.
Touch the picture of an ocean.

Exercise 3, p. 174

1 Salmon, sharks and tuna are all kinds of fish.
2 A drought is when it hasn't rained for a very long time.
3 A volcano is a mountain with a forest on it.
4 When a species of animal has died out we say the animal is extinct.
5 An island is a piece of land in the middle of the sky.
6 A desert is a place which is full of sand and has very little water.
7 Climate change is what happens when weather systems change significantly.
8 A star is a planet which revolves around the sun.

Revision and Exam Practice (Units 1-4)

LISTENING PAPER SECTION 1, pp. 54-55

You will hear a man, John, talking to his friend, Lynne, about a long journey he has just had.

John: Just had the most awful journey back ... a two hour journey just took me six hours.
Lynne: Six hours from Bambury to here, John! That's ridiculous.
John: Started going wrong as soon as I got to the station. I got there in time for the 4 o'clock train, went to buy my ticket in the ticket hall only to be told there were no trains on Sunday because they were repairing the lines, but there was a coach instead. OK, no problem. But where was this coach? And I was meant to be travelling with Tom. You know the station – there's the ticket hall and that huge waiting lobby and the shops to the right. Well, they told us the coach would be waiting out in the new car park, not the one by platform 7, but out beyond the shops after the entrance to the coffee shop. Well, I rang Tom and told him to meet me on the coach. Actually, I bumped into him just by the gate to the platforms. So that was OK. Anyway, we got on the coach and everything was fine, but then the motorway was awful; absolutely jam packed with traffic, we were just stuck there. It took us two hours for a one hour journey, so of course we missed the train connection at Uckford, and had to hang around there for two hours. It could have been three, but fortunately they'd put on an extra train for us. Anyway, the train came on time and we rushed on and got a seat so again, all OK.
Lynne: So, no problems from then on?
John: Well, it should have been like that, but it wasn't. We'd just got ourselves comfortable when I realised I hadn't got my rucksack with me. It just wasn't there, but I knew I'd had it on the coach and at Uckford station as I'd been using my phone there. So I realised I must have left it in the café there.
Lynne: Oh no!
John: And it had all the important things in it, of course... you know... no money, fortunately, as that was in my pocket, but my wallet with my student card, library pass, credit cards, all those things. I had my keys on me, too. But my mobile was in it with all those addresses and phone numbers and everything. I'd given some shopping to Tom to carry and we'd eaten all the food I'd brought with me while we were waiting at Uckford, so it was pretty empty but all the same I couldn't just lose all those things.
Lynne: So, what happened?
John: Well, I guess I was quite lucky really. Tom rang Uckford station on his mobile and I had to describe my bag to them. You know, it's that bright yellow one with the green straps, so fortunately it's quite recognisable. And I'd stuck a little football on the outside, one of those ones that hang on a key ring, and there was a small bottle in the outside pocket. They found it straight away. Anyway, to cut a long story short, Jessie – that's who I stayed with in Bambury – she's driving up to Uckford tomorrow to pick it up, then I'll meet up with her next week. So, there we are, a six hour journey and one lost bag. What a way to spend the weekend!

Revision and Exam Practice (Units 5-8)

LISTENING PAPER SECTION 2, pp. 100-101

You will hear a housing officer talking to an audience about renting accommodation.

Now what I'd like to do today is explain how the rental market works here. I know many of you are thinking of staying on and working or studying here, so this is just to make sure you are quite clear what the housing situation is for renting privately or going into shared accommodation, hostels, hotels, etc. You've been staying in rooms here in the hostel over the last few months where everything has been looked after for you, but when you go out on your own, things'll be a bit different.

I suppose the first thing you'll need to make up your mind about is whether you want a place on your own or sharing. You could share with friends or there are quite a few places around that ask for single people to make up a group to rent a flat or a house together.

Then of course there's price – well, that varies enormously depending on what you're after and the area you end up living in. You could pay about 80 dollars a month for a room in a dormitory, but that could go up to around 200 dollars for a flat on your own.

Another thing you need to bear in mind is all the legal matters – first of all, you must get a contract. You sign this and so does the landlord, and it makes sure you do certain things like paying the rent and keeping the place in order, but it makes sure the landlord does certain things too, like repairing things that break, returning your deposit and respecting the length of your tenancy. Most rents in this country are for 6 months minimum, and you must make sure you have that guarantee in your contract. The landlord will then have absolutely no way of throwing you out during that period except in very exceptional circumstances.

Something else you need to be careful about is a deposit. All landlords will ask for a deposit, which is normally equivalent to a month's rent. When you pay it, make sure you get a receipt, and make sure too that your contract says it will be returned at the end of the tenancy. What contracts usually say is that the deposit will be returned at the end of the tenancy minus any breakages or damage – if you broke a window, for example, or burnt a carpet – all that would come off your deposit.

Now you can rent furnished or unfurnished, and surprisingly there's very little difference in the price; they cost almost the same. If you rent unfurnished you can still expect certain basics – like for example, all the fittings in the kitchen ... the stove, the fridge, the kitchen cupboards, the washing machine. And when you go to look round check to see what kind of heating is provided. Heating can be really costly, especially electric fires. Central heating is what you should be looking for.

Right, now, we're running out of time, so I'll stop but just let me say ... most places are rented out through agencies, so they offer you a lot of choice. If you need a list of agencies I can give you one. But don't forget you'll need to pay them too. It's usually around 10% of your first month's rent. But if you need advice on that or any legal matters or anything else, just come and see me. All right, maybe we can have one or two questions. Anybody ...

Revision and Exam Practice (Units 9-12)

LISTENING PAPER SECTION 2, p. 149

You will hear a conversation between two students and a tutor talking about the students' project.

Tutor: So, you're here to talk about your project is that right? What's the problem exactly?

Student 1: Well, we've got something interesting to research but we'd just like to check through what we've planned with you... to make sure we've got it right.

Tutor: Fine, but I'm afraid I've only got 5 minutes, so you'll need to be quick. What's it about and what are you doing?

Student 1: Well, we want to survey college students' job hopes... the kinds of jobs they want to get when they leave college and what they expect to get from those jobs.

Tutor: Yes, that's OK as a subject. That's fine. But how are you going to do it?

Student 2: Well, we've got a questionnaire. We've designed it already and ... piloted it, you know, tried it out, I mean. It seems to work fine. We were worried it might be a bit long or unclear, but there were no problems.

Tutor: Right, so far, so good. Are you doing anything else?

Student 1: Well, we thought that, after the questionnaire and after we've analysed the results, we might interview some students to see if we can get more information about any of their answers. I mean if we can't explain or understand some of the answers we might interview people to try and get some reasons for their answers.

Tutor: Good idea. Now how many people are you giving the questionnaire to?

Student 1: Well, we thought about 25 ... that's our friends mostly, so it should be easy to organise.

Tutor: And the aim of your survey is to find out college students' opinions about future jobs, right?

Student 2: Yes, that's it. Is something wrong?

Tutor: Yes, something is wrong, I'm afraid. If you want to find out about college students' opinions then you must interview a representative sample. Do you remember what that means? It means that you must include enough people and enough people of the right kind to be typical of the whole group. I imagine your friends might be on the same course as you.

Student 2: Well, quite a few of them are ... yes.

Tutor: Well, imagine for a moment that you just interviewed students studying tourism and leisure management, do you think you'd get the same answers from them as from a group of engineering students?

Student 1: Oh, I see what you mean... probably not. You mean that we need to ask students studying as many different courses as possible?

Tutor: Yes, that's right, and you need to make sure that you interview a solid number from each course. Otherwise you might interview someone who was untypical of students on that course. Your survey just won't be reliable if you go ahead as you've planned, I'm afraid.

Student 1: But, we can't do that... we'd have to interview thousands of students, which just isn't practical. Oh dear, we just can't manage that... we can't do it. That means that

all our work on the questionnaire has been wasted. And the report is due in one month. I don't know what we can do.

Student 2: Well, we can't start from the beginning again. We just haven't time.

Tutor: I have a suggestion. You say you have a group of 25 people who would do the questionnaire, and they're all from your nursing course?

Student 1: Well, most of them are, and we know lots of other nurses... Ah, I think I get it. We can just survey nursing students.

Student 2: But how can we meet our aims then?

Student 1: We can't, so we have to change them. We need to survey nursing students' job hopes... the kinds of jobs they want to get when they leave college and what they expect to get from those jobs.

Tutor: That's it, but you still need a representative sample... at least a hundred, I'd say, and decide which year you want too... first, second or third year students. They might have different ideas if they're in first or third year, so stick to the same year ... in fact, this could be a very useful project. And maybe as nurses yourselves you'll find it more interesting than what you'd planned. Oh, and one last thing, get the right gender balance. I mean, make sure that you have the right number of men and women in your survey... the percentage of each should reflect the percentage on the course.

Student 2: OK, I see what you mean. Yes, this could be interesting.

Tutor: Listen, I'm sorry but I really have to go now. If you want to talk this through a bit more with me, then come back Thursday afternoon at 2 o'clock ...

Revision and Exam Practice (Units 13-16)

LISTENING (GENERAL TRAINING AND ACADEMIC), p. 197

You will hear a college lecturer talking about the differences between written and spoken language.

Right, what I'd like us to think about today is what is different between how we speak and how we write. Have you ever thought what the difference is between things that you read and things that you listen to? Of course, the obvious difference is that one is written down and the other is not. But in fact, there are lots of other differences, too. And because what we listen to and read is actually different, we listen and read in different ways.

When we listen we often listen to conversations that we are part of, or telephone calls that we're part of, too. In other words, we're participants in what is being said. But when we write we can't immediately respond to how a reader reacts. We don't have an audience to look at. When writers write their letters or emails or books or articles they may well think about who they are writing for, but they don't change what they say as they say it.

A conversation and other kinds of spoken language are usually unplanned – we just say what comes into our heads. That's not true of lectures ... they're usually planned, and speeches are too. In fact they're often written out before they're read, but generally speaking we can say that spoken language is less planned than written language. In fact, we usually think about and plan written texts before we actually write them – maybe that's not true of informal emails or letters, but it's true of most things we write.

Experts on language have analysed the effects of this on language itself, and they've been able to show that spoken language is in fact quite different to written language. Spoken language often contains short sentences made up of simple grammar and quite general vocabulary. In fact, often when we speak we don't use full sentences, but just parts of them, or we start a sentence, then stop it to start another one... because we're looking for the best way to say something under pressure from time. When we write we don't have that time pressure so we can think about what we want to say.

Also when we write we can't rely on body language, gestures, the situation or our listener asking for clarification to help us get our message across. All this means that written language needs to be much clearer and more precise than spoken language, and this is, of course, what the experts have found. Written sentences tend to be longer than spoken sentences. They contain more complex structures and more precise vocabulary. And they're also better joined together than spoken ones with a greater variety of conjunctions, and more careful organisation. This doesn't mean that written language is better than spoken language. It just means that it carries out a different function. If we spoke as we write, people would find it difficult to understand us.

That's why audiences often simply stop listening to presentations that are read aloud... they aren't being rude; it's just because written language when spoken is too hard for our brains to process, so we stop listening.

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ISBN 978-1-84974-662-5

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